

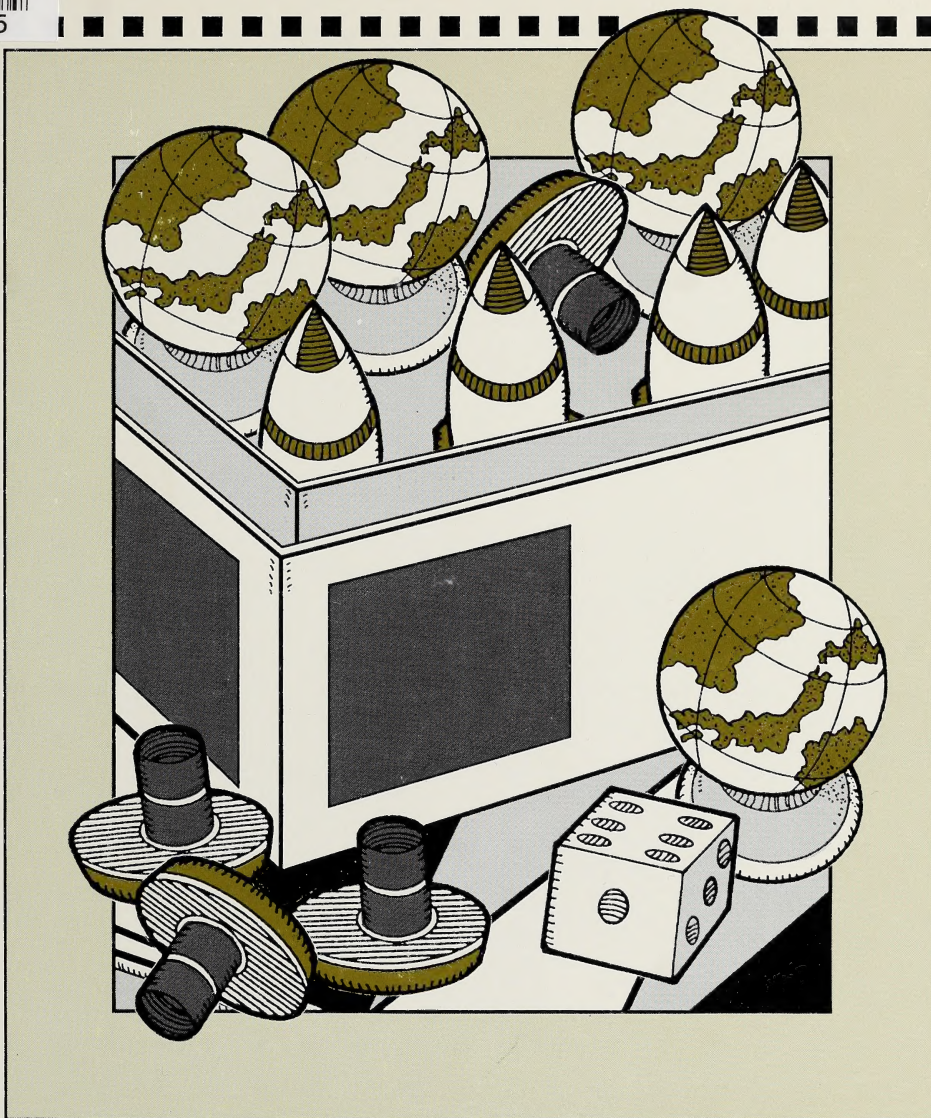
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# SOCIAL STUDIES 3




## MODULE 8: HARMONY IN AN INTERDEPENDENT WORLD



**Distance  
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**Alberta**  
EDUCATION



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## **Social Studies 33**

### **Module 8**

# **HARMONY IN AN INTERDEPENDENT WORLD**



**Distance  
Learning**

**Alberta**  
EDUCATION

Social Studies 33  
Student Module  
Module 8  
Harmony In An Interdependent World  
Alberta Correspondence School  
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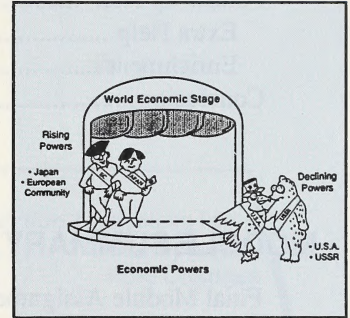
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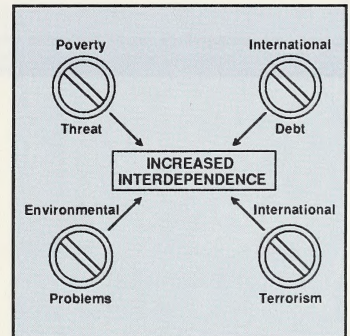
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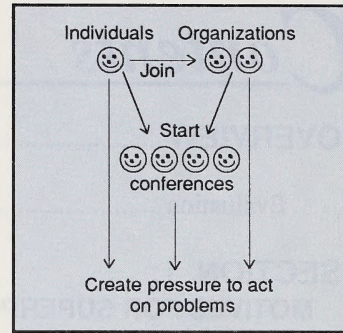
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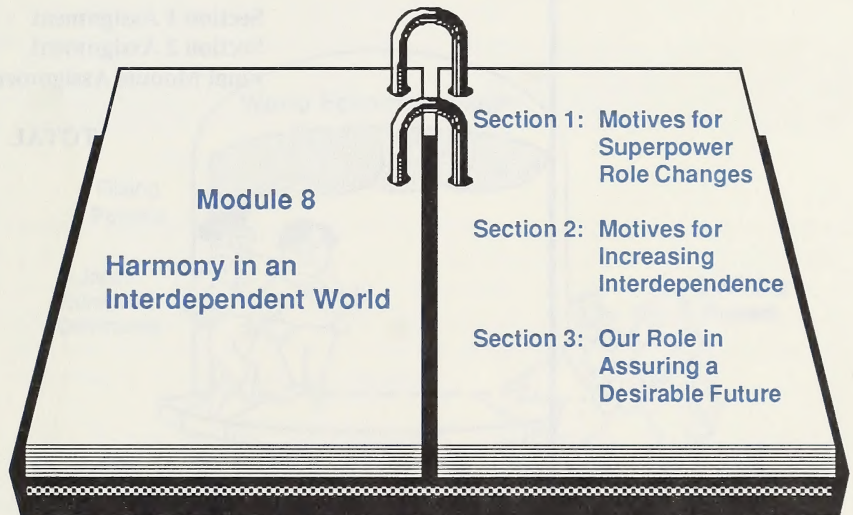
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## OVERVIEW

Module 8 is the final module of Topic B. You will examine the reasons behind a change in the role the superpowers will play. You will also take a look at the motives nations have for an ever-increasing interdependence. Finally, you will see what your role can be in assuring a desirable future for the world.



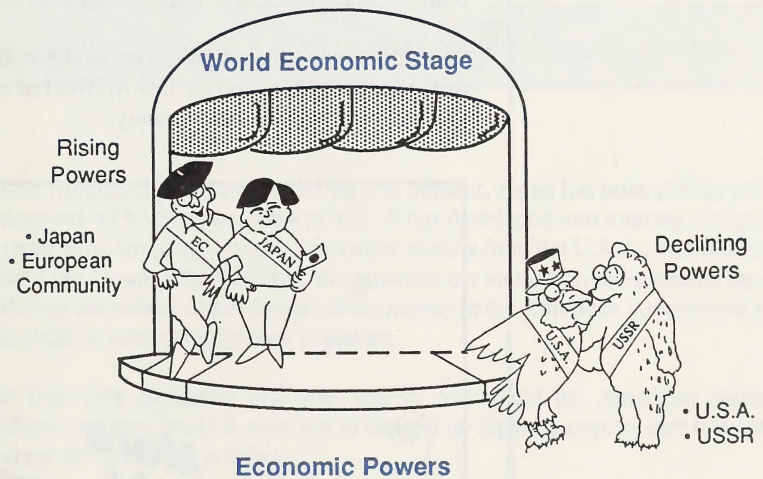
## Evaluation

Your mark in this module will be determined by your work in the Assignment Booklet. You must complete all assignments. In this module you are expected to complete two section assignments and one final module assignment. The assignment breakdown is as follows:

<b>Section 1 Assignment</b>	<b>20%</b>
<b>Section 2 Assignment</b>	<b>20%</b>
<b>Final Module Assignment</b>	<b>60%</b>
	<hr/>
<b>TOTAL</b>	<b>100%</b>



# Motives for Superpower Role Changes



**T**he United States and the Soviet Union are being forced to change their roles as superpowers because of major national and international developments. How they adjust will determine whether they cease to be superpowers or become stronger. The adjustment could have positive or negative consequences for the world. As you study this section, you will learn that the role of superpowers in international relations is changing.

**T**he objectives of this section are to help you

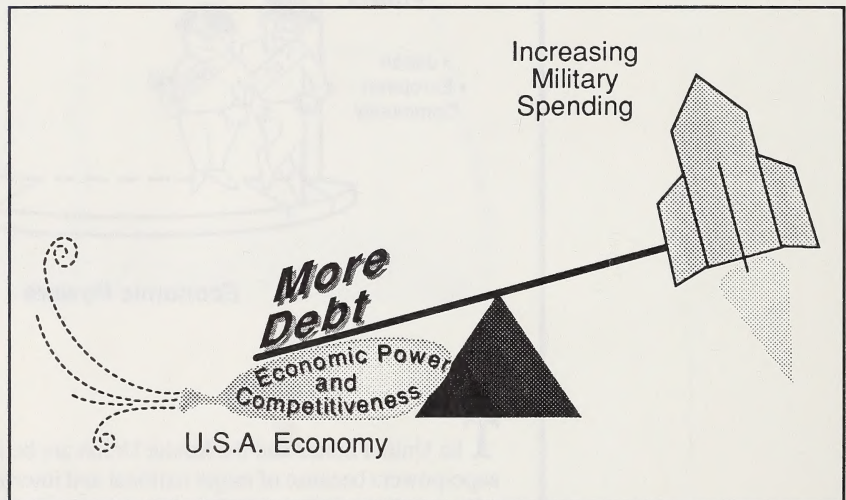
- to develop an understanding of the reasons for and the nature of the economic problems the superpowers are experiencing
- to understand the effect of these economic problems and how the superpowers are adjusting to them by changing the relationships they have with each other and the world

## Activity 1: Is American Economic Power Being Challenged by Japan?

The U.S.A. helped Japan recover from the damage of World War II. Since then Japan has become a very successful economic power because it produces and sells more goods to others than it buys from them. This has resulted in great wealth and a strong economy for Japan.

Attempting to influence the world so that American interests were not harmed has been costly to the U.S. The U.S. government has had to borrow money when the costs of its activities have been greater than the money it has raised through taxes.

Recently, Americans and people from other countries have been buying many goods from countries other than the U.S.A. This has affected the amount of wealth and the strength of the American economy.







You will notice that the text and the illustration above present the costs of American involvement, and that there is a cause and effect relationship.

1. According to the preceding information, what is the relationship between military spending and debt, economic power and competitiveness?

Check your answers by turning to the Appendix, Section 1: Activity 1.

While American goods are becoming less popular, Japan has been able to provide consumers with what they want to buy. It has developed into a strong competitor. In trade with Americans, Japan gains more money from the U.S.A., than the U.S.A. gains from Japan. The profit that the Japanese are making from exports to the U.S. and other countries, allows Japan to lend money to the American government when it is short of money for its own expenses.

The following questions will help you to understand the American economic problem and how the U.S. now has to depend on Japan, a country that it helped to become the success it is today.

### Determining Economic Power

The power a country has can be understood by seeing the size of its economy. The size of an economy can be understood by placing a dollar value on what it produces by calculating the country's **Gross Domestic Product (GDP)**. Unfortunately the numbers are rather big, so you should understand what some of these numbers mean.

"A billion dollars" is another way of saying one thousand million (\$1 000 000 000). This figure means that if you were to start to put \$20 bills into a hole at a rate of one per second twenty-four hours a day, seven days a week, it would take ninety-nine years to put a billion dollars into the hole!!

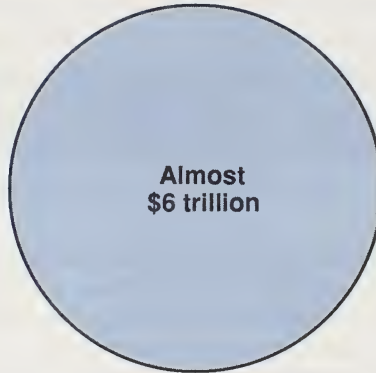
Another figure that's used is a "trillion dollars" – one thousand billion (\$1 000 000 000 000). These numbers are certainly reflections of something very big.

*GDP (Gross Domestic Product):  
total production of goods and  
services in a country*

Compare the size of the U.S. and Japanese economy to determine which country has the most economic power.

**American Economy**  
(1988) \$5 903 000 000 000

**Japanese Economy**  
\$3 497 300 000 000



2. a. Which of the two countries has the biggest economy?

---

b. Which country of the two is the greatest economic power?

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c. Identify the evidence that supports the conclusion that Japan is an “economic giant” rather than an “economic superpower.”

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Check your answers by turning to the Appendix, Section 1: Activity 1.

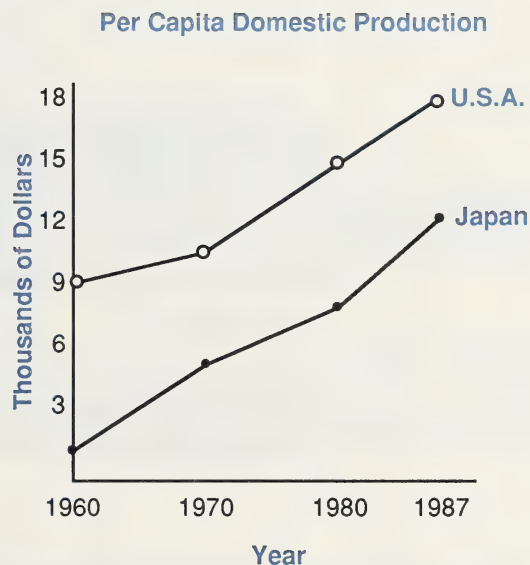


## How is U.S. Economic Power Being Challenged?

Economies change in size from year to year. We can see that the Japanese are challenging U.S. power since Japan's economy is growing faster than the American economy has been. A country can lose its economic power in the world if other countries' economies grow more and catch up with it. Notice the effect of different growth rates by examining the percentage growth rate and the visual estimation of this growth over twenty years.

*Per capita: per person*

The growth rate of each economy can be measured by **per capita** domestic production from 1960 to 1987.



The importance of growth rate in determining a challenge to economic power can be seen by examining the following relationships.

- A 1 percent increase in growth rate means that a country will take seventy-five years to double.
- A 2 percent increase in growth rate means that a country will take thirty-five years to double the size of its economy.
- A 3 percent increase in growth rate means that a country will take twenty-five years to double the size of its economy.



3. If the Japanese economy grew at an average of 6 percent, how long will it take Japan's economy to double its size? ( $75 \div 6 = \underline{\hspace{1cm}}$ )

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4. Explain how the Japanese economy could be as big as the American economy in the future and under what conditions.

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Check your answers by turning to the Appendix, Section 1: Activity 1.

### How Is the Japanese Economic Power Able to Challenge the U.S. Economy?

There are reasons why an economy grows. A major reason is being able to produce goods more quickly. Examine the comparisons below to determine one reason why Japan's economy is growing faster than the American one.

1986	{	Number of Industrial Robots	
		U.S.A.	JAPAN
		25 000	116 000
		Average Hours Worked per Week	
		U.S.A.	JAPAN
		38.5 hours	43.3 hours





5. How could the differences in number of robots and hours worked per week explain the difference in growth rates of an economy?

a. **Robots:**

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b. **Hours per week:**

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Check your answers by turning to the Appendix, Section 1: Activity 1.

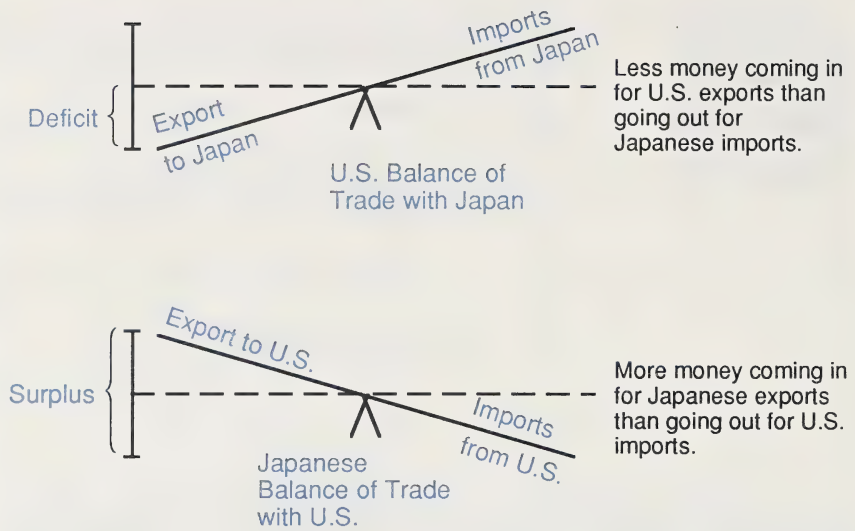
Another reason for a growing economy and an increase in economic power is a demand in foreign countries for what you are producing. Trade among countries today is necessary for growth in the size of an economy. A growing economy means more jobs, more pay cheques, and more goods and services to improve the lives of people.

### Net Trade between the U.S. and Japan

	U.S.A.	Japan
1983	\$18 650 000 000 deficit	\$18 650 000 000 surplus
1984	\$33 075 000 000 deficit	\$33 075 000 000 surplus
1985	\$40 184 000 000 deficit	\$40 184 000 000 surplus
1987	\$52 900 000 000 deficit	\$52 900 000 000 surplus

*Trade deficit: the result of having a greater value of trade imports (and therefore money going to foreigners) than trade exports (and therefore money coming in from foreigners)*

*Trade surplus: the result of having a greater value of exports (and therefore money coming in from foreigners) than imports (and therefore money going to foreigners)*



You have noticed that the two countries are relying on each other. This is called economic interdependence.

Using the preceding chart and diagrams, answer the questions that follow.

6. a. What happened to the U.S. trade deficit between 1983 and 1987?

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- b. What happened to the Japanese trade surplus between 1983 and 1987?

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- c. Which nation's economy is benefitting most from the economic interdependence of the two countries?

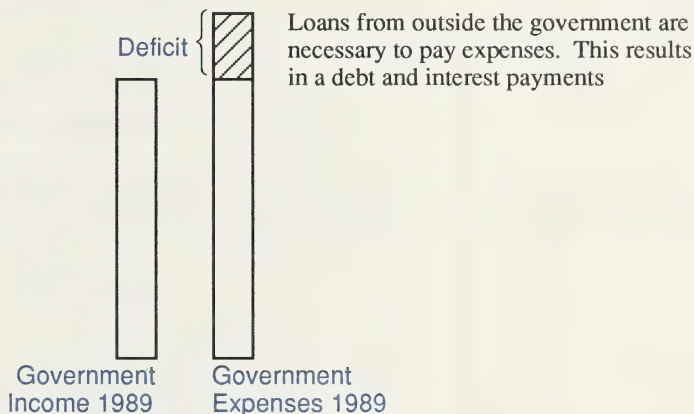
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Check your answers by turning to the Appendix, Section 1: Activity 1.





If a government does not have enough income to meet spending needs, it must raise more money. To do this, governments can sell treasury bills or bonds. People will buy these because they earn interest. This gives the government the money it needs. But this is like a loan, and the money must be repaid with interest. Thus the government has a debt until it is repaid. The U.S. has had a yearly deficit (a shortage of money) that has averaged \$180 billion per year since 1982. This has meant that the total debt has grown to \$3.6 trillion.



Economic strength means political muscle. Owing money to others has an effect on decisions. If you owed a relative money, for example, that person might have a negative reaction to your decision to go on a vacation.

A trip to Hawaii would bring questions about your rate of repayment and ability to pay more back. This affects your independence.

Quitting your job to take a holiday would also bring about questions about repayment of the loan and pressure not to quit. This also affects your independence.

Similarly, when the U.S. makes spending decisions, the Japanese might buy more bonds at the same or higher rates. They could also stop holding onto the treasury bills. This means immediate repayment of the money. You can understand how great an effect this interdependence has by examining the comparison chart below and answering the questions that follow.

	How much money the U.S. government owes to foreign countries	How much money foreign countries (of which the U.S. is the largest) owe to the Japanese
1985	\$107 000 000 000	\$103 000 000 000
1988	\$400 000 000 000	\$240 000 000 000



7. a. Which country is gaining power? Explain your answer.

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b. What is the U.S. losing by this interdependence? Explain your answer.

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Check your answers by turning to the Appendix, Section 1: Activity 1.

In order to see how this interdependence works, here is an example of cause and effect.

In the future the Japanese could request American help in return for the favour of loans. If a country is hurting Japanese oil shipments, the Japanese could ask for military help. In return, the American president might hesitate with a decision and ask if the U.S. could rely on further credit in the form of the Japanese holding more U.S. treasury bills.

Each country may be trying to resist the will of the other. The Americans may not want to get involved, but the Japanese need them to because Japan has only a self-defence force. The U.S. is already paying interest on the money it owes, and, as a superpower, may not want other strings attached.

The Japanese would likely think that they should get something in return for having done a favour in the past. The superpower, the U.S., which before became involved in crises and conflicts only when it chose to do so, must now take a major action for someone else (Japan) in order to ensure important favours for the future.





*Toleration: a situation in which, though there is no formal agreement, conflict is avoided by agreeing to disagree*

*Appeasement: giving the aggressive party what it wants without guaranteeing an end to the conflict*

*Compromise: a situation in which each side agrees to give up something in order to end the conflict*

*Arbitration: a situation in which a third party settles the dispute*

*Coercion: cooperation brought about by force*

8. Circle the letter representing the best answer.

a. In this conflict over interdependence, the Japanese would likely see their actions as being examples of

- A. toleration
- B. appeasement
- C. compromise
- D. arbitration

b. In this conflict over interdependence, the Americans would likely see Japanese actions as being examples of

- A. toleration
- B. arbitration
- C. compromise
- D. coercion

9. Why would this example likely cause tension between Japan and the U.S.A.?

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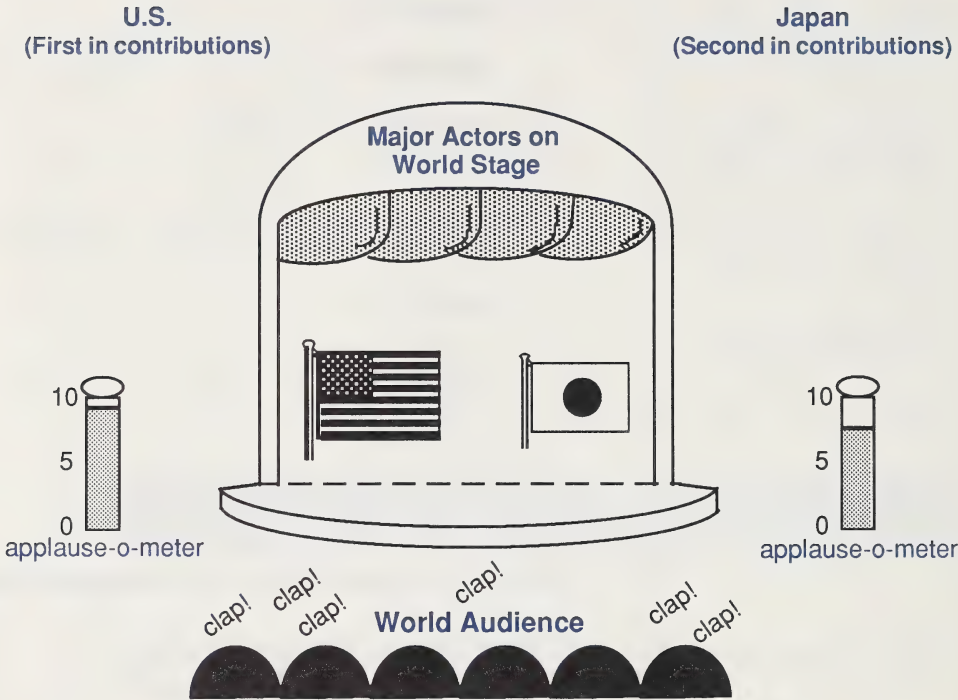
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Check your answers by turning to the Appendix, Section 1: Activity 1.

How much power a country has is reflected in what it does for the world community and how these actions are seen by other countries. Notice the position of Japan and the U.S. in these important roles.

United Nations Contribution





## Foreign Aid for 1988

**U.S.**

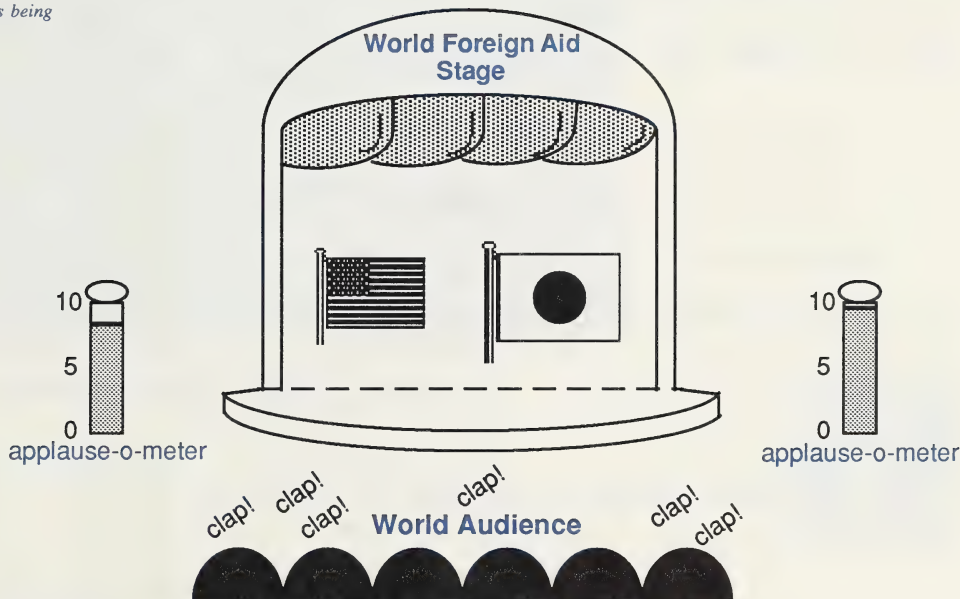
**(\$9 200 000 000)**

**Japan**

**(\$10 000 000 000 – the biggest donor: \$50 billion foreign aid package announced June 1988)**

*Aid: money, materials, technology given*

*Donor: source of what's being given*



The nations of the world are likely to recognize the significant aid provided by such countries as Japan and the U.S.A., either because they are encouraged to give more themselves, or because they are recipients of the help. The donating country has a sense of pride, and other countries will certainly praise such efforts.

A bigger picture of economic power might help to show how much Japan, as well as others, is a challenge to U.S. economic power. You will notice from studying the following table that Japan's economy has continued to grow, as have the economies of other areas of the world, over the last thirty years. This understanding and the ability to judge the future based on the trends over time will help you to answer the questions that follow.

*Gross World Product: total value of goods and services produced in the world*

**Shares of Gross World Product 1960-1980**  
(percentages)

	1960	1970	1980	1990
<b>Less-developed countries</b>	11.1	12.3	14.8	
<b>Japan</b>	4.5	7.7	9.0	+ or -?
<b>China</b>	3.1	3.4	4.5	
<b>European Economic Community</b>	26.0	24.7	22.5	
<b>United States</b>	25.9	23.0	21.5	+ or -?
<b>Other developed countries</b>	10.1	10.3	9.7	
<b>USSR</b>	12.5	12.4	11.4	+ or -?
<b>Other communist countries</b>	6.8	6.2	6.1	

10. a. What do you notice about the trend for Japan's share of output over twenty years?

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- b. Would the 1990 percent figure for Japan's share of world product in the table likely be higher or lower than the 1980 figure ?

---

- c. What do you notice about the trend for the U.S.A.'s share of output for twenty years?

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- d. Would the percentage figure for the U.S.A.'s share of world product in the table for 1990 likely be higher or lower than the 1980 figure?

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Check your answers by turning to the Appendix, Section 1: Activity 1.





So far in this activity you have been presented with information that will help you to complete the assignment for this section. In order to help you further with the assignment, there are conclusions for this activity that can be made.

11. Is Japan influencing the world to an increasingly greater extent?

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12. Is Japan challenging U.S. economic power and its image as an economic superpower?

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For questions 13 and 14 circle the letter representing the best answer.

13. Which of the following interactions characterize Japan's challenge?

- A. cooperation
- B. competition
- C. conflict

14. How should the U.S. accommodate the challenge when the costs become too high?

- A. force
- B. appeasement
- C. compromise

Check your answers by turning to the Appendix, Section 1: Activity 1.

Defence spending is a major expenditure; it is intended to ensure security, but it may affect economic performance. Huge expenditures for military equipment means that production can shift away from consumption production to military production. This means that the military gets what it needs but consumers may not. If the goods Americans want are being produced by Japan, U.S. consumers are going to buy those goods.



**GNP (Gross National Product):**  
the value of all goods and services  
produced by national businesses  
as well as foreign investment and  
loan returns

Note in the chart that follows that the differences in spending means differences in military power. But defence spending for the U.S. is part of the reason for loss of its economic power.

### Defence Spending 1988 as a Percentage of GNP

United States	Britain	France	Japan
6%	1%	1%	1%
	(Challenging for third place at \$30 billion)		



15. a. Would it help ease the Japanese economic challenge if the U.S. reduced its military spending? Explain.

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- b. If military spending is linked to national security, how do you think Americans would feel about U.S. national security if military spending was cut and the USSR did not cut its military spending? Explain.

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- c. Would economic problems and national security be protected if, before U.S. military cuts and spending take place to ease economic problems, negotiated cuts with the Soviet Union are made? Explain.

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16. How is the role of the U.S. changing in the world?

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Check your answers by turning to the Appendix, Section 1: Activity 1.

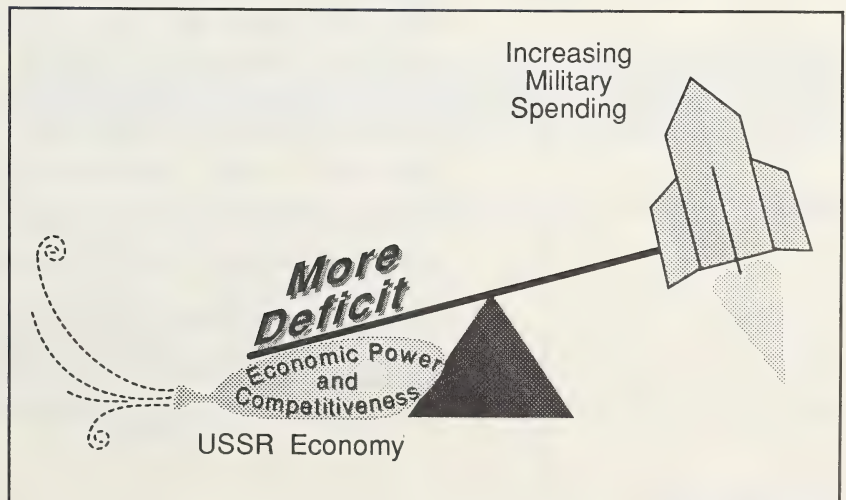
## Activity 2: Soviet Economic Problems

The Soviet Union's economy has been labelled "an economy that doesn't improve." Mr. Gorbachev, the leader of the USSR since 1985, has made restructuring the economy (or *perestroika* in Russian) a major goal of the government. In order to concentrate on the problems at home, the Soviet Union has to make changes in its foreign relations which will cut costs without affecting security. The Soviets need **peaceful coexistence** with the U.S.A. and its allies in order to stop the military spending race with the U.S.A. Reductions in new weapons development, the number of troops, and existing weapons would result in a reduced military budget. To accomplish these cuts and reduce U.S./Soviet competition, the Soviets have withdrawn their military from Afghanistan. They are reducing indirect involvements in world conflicts by cutting back on military aid for Nicaraguan defense against American-supported rebels, and by signing arms-reduction treaties with the U.S.A.

*Perestroika: economic restructuring in the Soviet Union*

*Peaceful coexistence: getting along with others peacefully*

### Economic Stagnation





*Glasnost: the Soviet Policy of openness*

*Reform: change*

1. What is the relationship between increased military spending and a stagnant economy in the USSR?

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Check your answers by turning to the Appendix, Section 1: Activity 2.

Changing the Soviet economy is slow and difficult. Positive results will take years, since the economic system has not changed noticeably in many years. These economic changes have also meant adjustments toward openness in the political system (or *glasnost* in Russian). This has given Soviet people a little more freedom today, and will likely result in more freedom in the future unless Gorbachev is replaced.

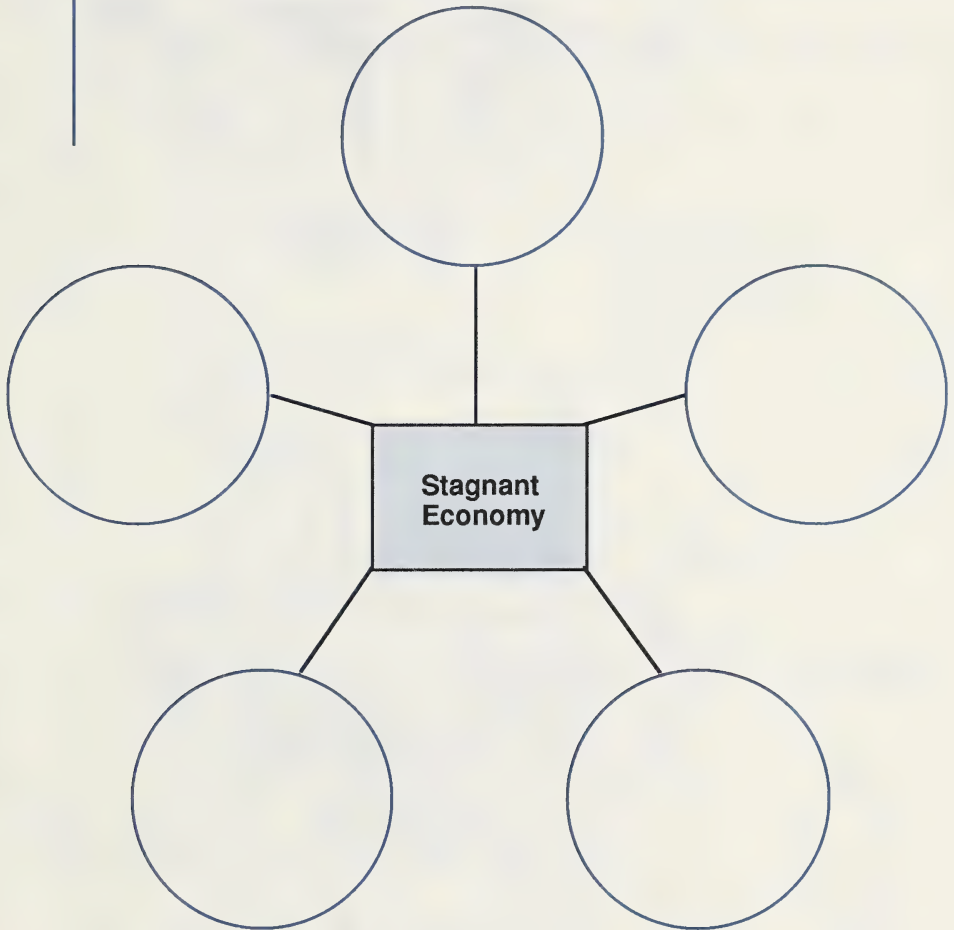
However, the Soviet economy has continued to perform poorly, even with Gorbachev in power since 1985. In studying the following points, you will notice that they are explanations for poor economic growth in a stagnant economy.

- There is a crisis of spirit in the people, who are waiting to see if the leader and his **reforms** last. They have seen other reforms fail to change their lives in the past. People have been punished for following reforms when reform-minded leaders have been replaced by people opposed to the reforms. In addition, an old attitude has remained: workers say, "If the state pretends to pay us, we pretend to work."
- Effort and production is wasted when, as often happens, 25 percent of grain and 50 percent of fruit is spoiled before it gets to the store shelves. There is also waste if toasters fall apart or if unattractive clothes are stored in warehouses because no one will buy them.
- Agricultural inefficiency is continued on collective farms because farmers are paid \$300.00 per month, no matter what is produced. Private plots of land representing 3 percent of agricultural land produces 30 percent of the food.
- Government economic planning does not solve problems if 90 percent of goods are in short supply for two hundred groups of products.
- The government's spending deficit is huge. Price subsidies allow meat, costing \$8.00 to produce, to be sold for \$4.00. Subsidies allow three bedroom apartments to be rented for \$50.00 a month, and medical care to be offered free. Since 1985, government income has fallen due to dropping oil prices.





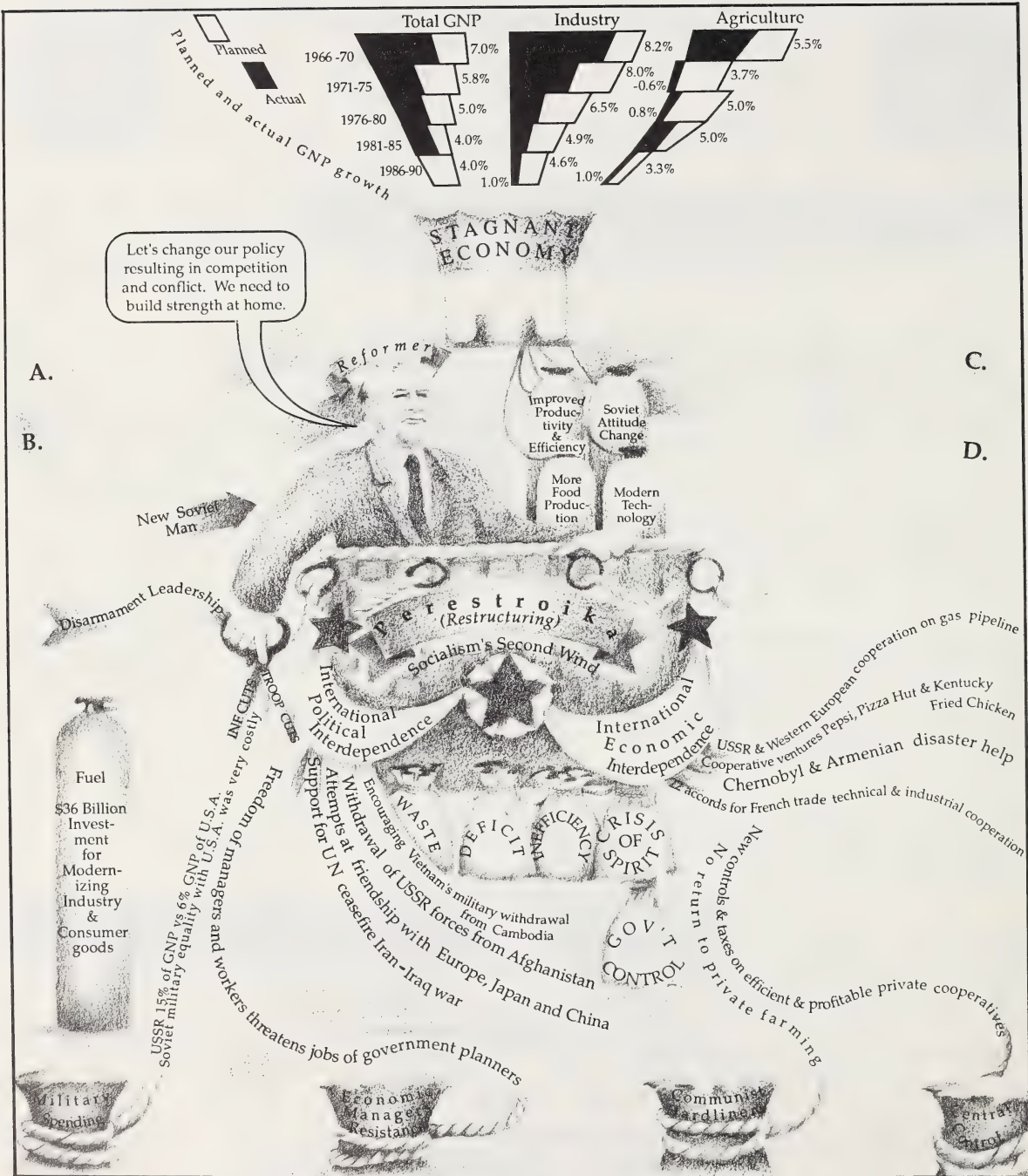
2. Create a concept map to illustrate the major causes of a stagnant economy.



Check your answers by turning to the Appendix, Section 1: Activity 2.

Examine the hot-air balloon illustration and do the exercises that follow. You should understand

- the economic problems
- attempts at solutions
- resistance to the solutions
- what these have meant for Soviet interdependence with the world as well as internationalism



Can Gorbachev, the "New Soviet Man," achieve "socialism's second wind"?



### Cartoon Interpretation Exercise

3. Identify at least two, and as many as four, different attempts to help change the economy that are shown by symbols in the cartoon.

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4. Identify five important specific indicators that *perestroika* is not succeeding.

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5. Look for three aspects of the balloon itself that symbolize the ineffectiveness of the present attempts to create change.

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6. Identify five specific reasons why the reforms are not working.

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7. Why is increased Soviet cooperation and interdependence, especially with the western countries, going to be necessary?

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8. Identify the ways the USSR has helped to manage conflicts recently in the following situations: Vietnam and Cambodia (Khmer Republic), in the Afghanistan “civil war,” and between Iran and Iraq in order to help with economic changes.

a. **Conflict between Vietnam and Cambodia:**

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b. **Afghanistan’s “civil war”:**

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c. **Conflict between Iran and Iraq:**

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9. Explain why the disarmament cuts are important for getting *perestroika* and the economy “off the ground” (successful)?

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10. What do you think should happen? Note your ideas on the basket ribbons A, B, C, and D in the cartoon.

11. List thoughts that could be added to the cartoon to reflect conclusions Gorbachev might have about the following:

**a. his situation**

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**b. what he needs to do**

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**c. his possible future**

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Check your answers by turning to the Appendix, Section 1: Activity 2.

In conclusion, the Soviet Union must make huge changes in the way its economy is run in order to avoid economic collapse. The Soviets need to modernize and increase competitiveness. This will mean becoming more a part of the global economy (i.e., increasing its economic interdependence). Another reason for economic and political change is the rise of new economic powers. This, too, will have an impact on the USSR's position and its role as a superpower.



### Activity 3: Resistance to Role Change – Superpower Arms Race Negotiations



Nuclear weapons have kept the world safe from a third world war.

World history is dotted with stupidity that has created great harm. Nuclear arms are the champion of stupidity.



Why can't the superpowers reduce tensions and exist in peace?



If we agree to nuclear disarmament in Europe, the Soviets still have a huge threatening nonnuclear force that can't be defended against without more troops and weapons.

But the world spends \$2 800 000 000 a day on arms. Isn't there something better to spend it on?



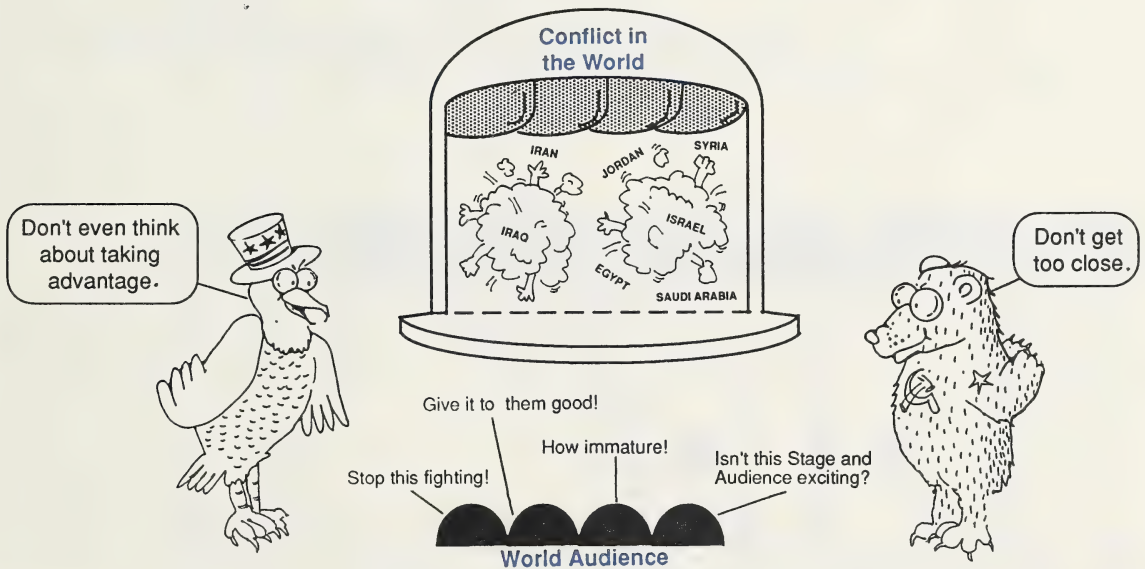
Modernizing nuclear weapons in Europe means more weapons and the deaths of more Europeans in a war.

Somehow we have to stop this madness.



The cost of total war, which would include the use of nuclear weapons, is beyond any price. The existence of nuclear weapons has helped keep peace in Europe while the rest of the world has seen over 150 wars since 1945. This peace in Europe is due to the superpowers' avoiding direct military aggression there. They recognize that a war between them would likely escalate into a nuclear war in Europe, which would probably mean an eventual nuclear war between the U.S. and USSR.

What you will observe about the following cartoon is that although the U.S.A. and USSR have not fought directly, they have had important interests in the 150 wars. Neither side wishes the other to gain more influence as a result of the wars.



1. Symbols are important for interpreting the meaning of cartoons and illustrations. Two important symbols are the eagle and the bear.
  - a. What does the eagle represent?  
\_\_\_\_\_
  - b. What does the bear represent?  
\_\_\_\_\_

Check your answers by turning to the Appendix, Section 1: Activity 3.

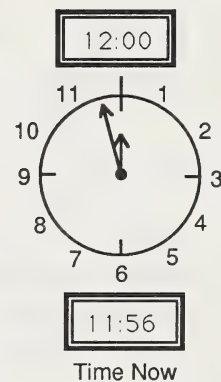
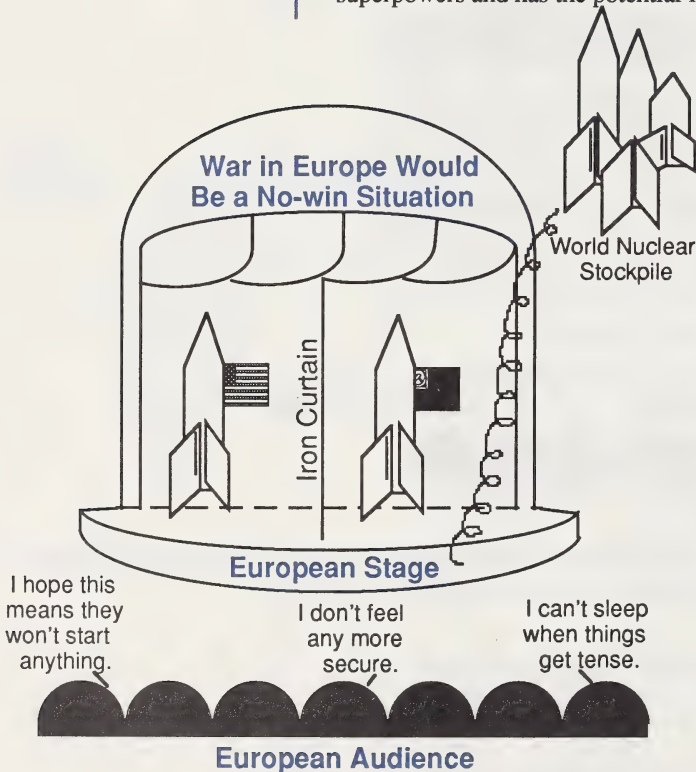


The Americans have chosen to block or deter a possible Soviet attack in Europe with an alliance. Nuclear weapons would be used as a response to an attack. There has been no commitment for masses of U.S. troops and conventional (nonnuclear) weapons.

The Soviets have relied on masses of troops and conventional weapons in eastern Europe, as well as building up a nuclear deterrence against attack from western Europe.

This buildup of arms and tensions has moved the minute hand of the "Doomsday Clock" closer to midnight. Striking midnight would mean total war.

The following illustration reveals that Europe is a hot spot for tension between the superpowers and has the potential for starting World War III.





2. Based on the illustration on the previous page, what is the relationship between Europe and the Doomsday Clock?

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Check your answers by turning to the Appendix, Section 1: Activity 3.

*ICBM (intercontinental ballistic missile): heavy missiles with a long range (10 000 km)*

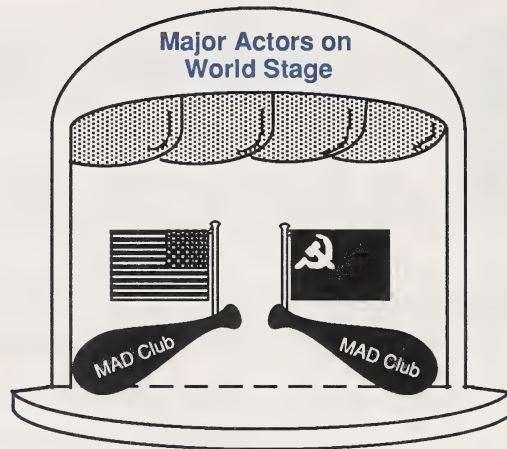
*MAD (mutually assured destruction): a guarantee that an attack launched by one side will bring retaliation, resulting in the destruction of both sides*

*Ideology: system of ideas*

National security for the U.S. also has been based on nonnuclear weapons' and/or troops' being in a position to resist communist use of force in other parts of the world. In the United States itself, the deterrence of Soviet attack is based on **intercontinental ballistic missiles**, submarines, and bombers that can deliver nuclear warheads to the USSR.

Study the illustration that follows. You will recognize that nuclear arms or weapons may help stop war by increasing the guarantee of unacceptable destruction. To start the war and destroy the enemy first will also mean that the enemy will send their missiles to destroy the attacker. This is called **MAD**, or **mutually assured destruction**.

National security for the USSR has meant defending communist **ideology** through MAD. Spreading communist ideology through nonnuclear weapons and other aid to communists who want changes in their countries, is also necessary to national security. At home, security for the Soviets has meant an emphasis on intercontinental ballistic weapons, as opposed to submarines and bombers, to deliver nuclear warheads to the U.S. in retaliation for an attack.



If they use those big clubs on each other, it will hurt us too.

I want Soviet help to overthrow the U.S. - supported government in our country.

No we don't. That will mean war inside our country.



3. Based on the preceding cartoon, explain whether there is a danger of competition between the superpowers in one area of the world causing direct nuclear war between the superpowers?

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Check your answers by turning to the Appendix, Section 1: Activity 3.

An arms race developed. This conflict resulted in a continuing buildup in numbers of nuclear weapons. By 1956 the ability to achieve MAD was reached. This was thought to increase national security; each side was deterred, or prevented, from attacking the other through fear of retaliation.

The arms race continues, but it has not increased our international security. The nuclear forces today are aggressive, "first-strike" forces that are to be used at the first sign of aggression. The possibility of error has greatly increased the threat to our very existence.







4. a. Circle the word representing the type of interaction demonstrated by the superpower arms race and explain your choice.

(1) **conflict** \_\_\_\_\_

(2) **competition** \_\_\_\_\_

(3) **cooperation** \_\_\_\_\_

b. Are you in favour of nuclear deterrence to ensure peace and security or not? Identify your position, and support it with an argument and evidence (facts).

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Check your answers by turning to the Appendix, Section 1: Activity 3.

*Internationalism: concern for the interests of other nations*

*Confrontation: hostile resistance*

*Brinkmanship: policies and actions that take nations to the edge of war*

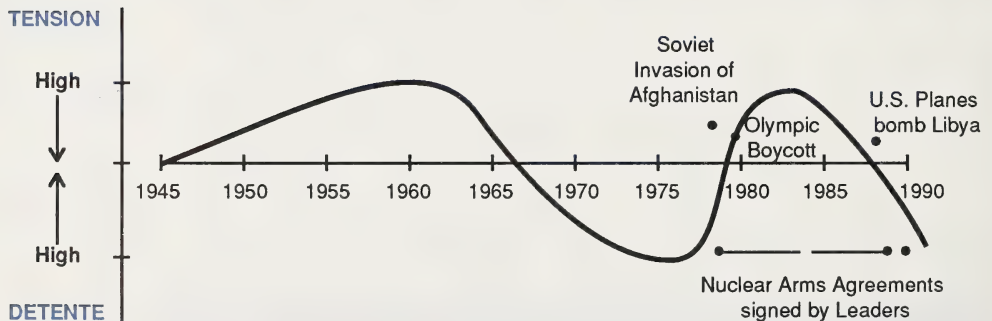
*Peaceful Coexistence: getting along with others peacefully*

*Détente: relaxation of tensions or strained relations between two sides*

This threat of extinction has been heightened when relations between the superpowers have gone through periods of tension. This tension has varied in intensity based on how heated the competition to influence the world has been. While the tension was at its height, superpower interests (or “national” interests) came before concern for other nations. Concern for the interests of other nations is known as **internationalism**.

In some cases tensions have been so extreme that they have resulted in a form of **confrontation** called **brinkmanship**. This style of conflict management has caused the U.S. and USSR to realize that they need to tolerate each other and compete with less hostility. This stage of their relationship has been referred to as **peaceful coexistence**. The potential for international extinction has been recognized by both and has resulted in relaxed tensions between the superpowers and their allies. This process of **détente** allows the world to breathe a sigh of relief, as the threat of global destruction is reduced.

### The Superpowers – Tension and Détente



**Note:** The general trends have sometimes occurred at the same time as specific events that are opposite to the general trend.



5. Given the trend indicated by the line in the preceding graph, explain whether we are likely to experience relaxed relationships between the superpowers today.

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Check your answers by turning to the Appendix, Section 1: Activity 3.

Concerns by the leaders over the cost of the arms race and the destructive potential of the stockpiled weapons get lost in the intensity of the race. When tensions have been high, the arms race is not easy to stop, limit, or reverse.

A point was reached when the leaders of the superpowers decided that adding more nuclear weapons would not increase national security. At the same time, each leader saw that the money for the arms race could be better spent increasing the quality of life of their citizens.

In 1969 negotiations were started to limit the number of heavy, long-range or strategic missiles aimed at each other's country. These missiles are also referred to as ICBMs or intercontinental ballistic missiles.

6. Based on the tension/détente illustration, explain whether or not these negotiations took place during a time of relaxed relations between the superpowers.

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Check your answers by turning to the Appendix, Section 1: Activity 3.





*SALT: Strategic Arms  
Limitation Talks*

In 1972, the SALT I Agreement was signed. In 1979 SALT II was signed by the two leaders, was not agreed to by the U.S. senate. These are signs that conflict management in the arms race changed from coercion to truce and compromise.

The table of results for SALT I identifies which direction nuclear emphasis took for each power. The Soviets emphasized land-based missiles. The U.S.A. emphasized submarines and bombers. Also note that although the Soviets were limited to fewer warheads, their warheads were larger.

<b>Limits Agreed to at SALT I by Leaders and Governments</b>		
<b>Weapons Allowed</b>	<b>U.S.A.</b>	<b>USSR</b>
<b>Long-range missiles (ICBMs)</b>	1 000	1 600
<b>Long-range multi-target warheads</b>	10 000	4 000
<b>Submarine-launched missiles (SLBMs)</b>	650	700
<b>Multi-target submarine-launched warheads</b>	6 000	2 000
<b>Medium-range missiles</b>	1 600	
<b>Heavy bombers</b>	500	

You can see from the second table the reason why the U.S. senate did not sign the SALT II agreement. The compromise to get the agreement worked in favour of the USSR in three areas out of five.

<b>Limits Agreed to at SALT II by Leaders</b>		
<b>Weapons Allowed</b>	<b>U.S.A.</b>	<b>USSR</b>
<b>Long-range missiles (ICBMs)</b>	1 054	1 398
<b>Long-range multi-target warheads</b>	550	608
<b>Submarine-launched missiles (SLBMs)</b>	656	950
<b>Multi-target submarine-launched warheads</b>	496	144
<b>Heavy bombers</b>	573	156



7. Did the SALT agreements reduce the danger of nuclear war, or was it a step toward attempting to reduce the danger? Explain.

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Check your answers by turning to the Appendix, Section 1: Activity 3.

## Results of SALT

These agreements did achieve positive results. Each country was allowed spy satellites to monitor the other. Costs could be reduced, because ABMs (or anti-ballistic missiles), were limited to one hundred at two sites. This saved trying to develop a very expensive, and almost impossible, total shield against incoming enemy ICBMs.

The problem was that this agreement placed limits only on a few types of weapons and did not achieve any **disarmament**. The superpowers moved the arms race in a different direction than before; they improved existing weapons, hoping in that way to incline the balance of power to their side.

Therefore, a different set of negotiations was started. These talks moved from limiting the buildup of nuclear weapons, to disarmament or reducing the numbers of existing weapons. The **Strategic Arms Reduction Talks (START)** were begun in 1980.

*Disarmament: the elimination or reduction of weapons*

*Strategic arms: ICBMs, or long-range missiles*

## The 1980s Spending Race

President Ronald Reagan began a series of policies that would have “America stand tall” again. He began a military spending race that would see about \$3.4 trillion assigned to developing and rebuilding American military strength. This was to defend against (in Reagan’s view) the “evil empire” of the Soviet Union. The style of conflict management now was based on a form of indirect coercion.



8. What impact would Reagan’s attitude, and the actions related to it, have on the line representing levels of tension or détente on the earlier illustration?

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Check your answers by turning to the Appendix, Section 1: Activity 3.

The Soviets, to achieve a balance of power, or perhaps even superiority over the U.S., had to increase spending also, or fall behind.

President Reagan introduced the idea of using the **neutron bomb** for the defense of western Europe. The USSR also introduced a new weapon, the SS-20 missile, which was set-up (deployed) in Europe, and in the western and eastern USSR. It was an improvement over previous intermediate-range weapons. It had a range of 5 500 km, and its launcher could be moved. This action was aimed at achieving a better balance in nuclear forces with NATO.

9. What do you think the U.S. response was to this action? Explain.

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Check your answers by turning to the Appendix, Section 1: Activity 3.

*Neutron bomb: a bomb that explodes and sends off neutrons that pass through objects, leaving them intact, but killing people*



## The U.S. Reaction to SS-20 Deployment

The U.S. wanted the SS-20s removed because it threatened security by making Soviet forces stronger in relation to NATO forces. When the Soviets refused, the Americans proposed setting up new Pershing II and cruise missiles to balance and deter the use of the new weapons in Europe. The Pershing II could reach the Soviet Union in less than ten minutes. The cruise was hard to detect on radar and was very accurate. The Soviets were alarmed that the U.S. had gained an advantage over them with this new “first strike” capability in Europe.



10. a. What is the evidence of a new stage of escalation (or buildup) in the arms race in Europe during the early 1980s?

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- b. Why were the Soviets very concerned about the U.S. proposal for Pershing and cruise deployments in Europe?

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Check your answers by turning to the Appendix, Section 1: Activity 3.



## The Effects of the Military Spending Race

Economically, there were problems with this new competition for both superpowers. It also increased the threat to the world. Since 1980 the U.S. has spent \$2.4 trillion on the military. If continued, this will have totalled \$13 trillion by the year 2000. Without tax increases for Americans, it meant that the deficit increased by an average of \$180 billion per year, and interest on the debt went from \$71 billion in 1980 to \$152 billion in 1989. To make things worse for economic competitiveness, many producers were drawn to producing military goods rather than consumer goods. The American consumer, you will remember from Activity 1, bought from the Japanese, thereby helping to produce a bad trade imbalance for the U.S.

The Soviets had problems with their economy that have not improved. To continue to increase spending on the military would have an enormous negative effect on their economy.

You can observe from the following illustration that the Soviet economy is almost half the size of the U.S.A.'s. The Soviets needed to spend 15 percent of their GNP to keep up with U.S. military spending. This meant that there was less to be divided among more people. Maintaining a balance was not possible.



The Americans had further problems resulting from their proposal to send cruise and Pershing missiles to Europe. European leaders opposed the move, pressured by peace protesters, who were concerned that more nuclear weapons would mean more harm to Europeans in the event of a war.

The Soviets had no similar pressure from the countries where SS-20s were deployed. The citizens of those countries might have been concerned if they had known about the SS-20s but could not be effective in opposing these decisions in the same way you can. They have not been able to put pressure on governments during elections, nor do they have the same rights of free speech and access to information. The Soviets could and did help finance and support peace demonstrations against the U.S. in Europe.

## Intermediate Nuclear Forces (INF) Negotiations

In return for limiting the SS-20s, the Soviets wanted the U.S.A. to cancel the cruise and Pershing II proposal and limit German, French, and British INFs. However, the general feeling among NATO leaders was that this disarmament would weaken the NATO deterrence. NATO relied on nuclear forces and smaller conventional forces to balance massive Soviet non-nuclear forces and the increasingly modernized nuclear forces in eastern Europe.

The INF talks broke down in 1983 as some Pershings and cruise missiles were deployed. In 1984 the U.S. began to deploy the rest of the proposed 571 missiles.

Notice in the following illustration how the U.S. nuclear umbrella is used to defend western Europe from huge Soviet conventional forces. Also observe why the U.S. was concerned about Soviet nuclear forces. They thought cruise and Pershing II missiles would maintain a balance.

*INF (Intermediate Nuclear Forces): medium-range missiles (500-5 500 km)*

*NATO (North Atlantic Treaty Organization): the western European defence alliance made up of the U.S.A., Belgium, Britain, Canada, France, Denmark, Germany, Greece, Iceland, Italy, Luxembourg, Norway, Portugal, Spain, and Turkey*

*Warsaw Pact: the eastern European defence alliance made up of the USSR, Bulgaria, Czechoslovakia, Hungary, Poland, and Rumania*

European House Divided

WESTERN EUROPE

U.S. Nuclear Umbrella

Intermediate Nuclear Forces\*

U.S. Pershing I's

\*(add 571 Cruise and Pershing II Missiles)

Short-range Nuclear Forces

Pluton and Lance Missiles

Nuclear Artillery

Nuclear Equipped Aircraft

NATO Non-nuclear Forces

EASTERN EUROPE

Soviet Defensive Buffer States

Intermediate Nuclear Forces

SS-12, SS-4, SS-20

Short-range Nuclear Forces

Scud, Frog, SS-21, SS-23 Missiles

Nuclear Artillery

Nuclear Equipped Aircraft

WARSAW PACT Non-nuclear Forces

IRON CURTAIN

GROUND FORCES

Active duty

2.1 million **WARSAW PACT**.....

2.3 million **NATO**.....

Reserves

4.2 million **WARSAW PACT**.....

4.5 million **NATO**.....

ARMoured VEHICLES

Main battle tanks

53 000 **WARSAW PACT**.....

22 200 **NATO**.....

Infantry combat vehicles

23 600 **WARSAW PACT**.....

6200 **NATO**.....

TACTICAL MISSILES

Anti-tank weapons

23 600 **WARSAW PACT**.....

18 500 **NATO**.....

Surface to air

16 150 **WARSAW PACT**.....

3000 **NATO**.....

ARTILLERY

44 300 **WARSAW PACT**.....

13 500 **NATO**.....

COMBAT AIRCRAFT

7650 **WARSAW PACT**.....

4393 **NATO**.....

HELICOPTERS

1220 **WARSAW PACT**.....

864 **NATO**.....

SUBMARINES

231 **WARSAW PACT**.....

196 **NATO**.....

AIRCRAFT CARRIERS

4 **WARSAW PACT**.....

24 **NATO**.....

MAJOR SURFACE VESSELS

224 **WARSAW PACT**.....

358 **NATO**.....

<sup>1</sup> R/L Taylor Publishing Consultants Ltd. for the information from *Canada and the World*, "Super Power Economics," May 1989, p. 19. Reprinted by permission of R/L Taylor Publishing Consultants Ltd.

## Internationalism Becomes a Greater Consideration for the U.S.A.

Britain's peace groups, such as Campaign for Nuclear Disarmament and, more recently, European Nuclear Disarmament, and Women for Peace, organized demonstrations against more nuclear weapons in Europe. In Britain, where Margaret Thatcher's government was supportive of the U.S. INF modernization, women protested outside a U.S. missile base at Greenham Common. They threatened to block the missiles coming onto the base and to protest until the missiles were removed.

In Germany some demonstrations included as many as 500 000 people and in a few cases turned violent. Support for disarmament grew in western Europe and threatened governments with election defeats when they agreed to take U.S. weapons.

European opposition parties aimed to disarm western European countries. The governing parties were forced to cut the number of missiles to be deployed or set targets for reducing the number of missiles in the future.

The shaky support for NATO and increasing resistance to U.S. defence of Europe, along with the increasing costs of international defence, encouraged further efforts at INF negotiations by the U.S. These were motives that caused the U.S. president to balance internationalism with achieving his image and security goals in negotiations with the Soviet Union.

11. Identify evidence that would cause the U.S.A. to be concerned with the interests of other countries when negotiating with the USSR.

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Check your answers by turning to the Appendix, Section 1: Activity 3.





**Motivation for the Soviets' Return to Disarmament Negotiations**

The Soviets were encouraged to begin negotiating again. The U.S. increased the military spending race with a space-based defense system. It was designed to stop Soviet missiles in space, well before impact. This was called the Strategic Defense Initiative (SDI or "Star Wars") and would cost an estimated \$800 billion. If SDI worked according to theory, it would cause forty years of MAD to end and, along with it, the security it seemed to give.

The Soviets have been unable to keep up with U.S. military spending. Its economy was growing at only 2 percent, while the U.S. economy was growing at 7 percent. The Soviets wanted to avoid enlarging the huge bite military spending already took out of the economy.



12. Identify two problems that SDI has caused the Soviets.

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13. What do you think the Soviets will attempt to do from this point on?

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Check your answers by turning to the Appendix, Section 1: Activity 3.

In 1985 the political instability in the USSR came to an end when Mikhail Gorbachev became leader. Realizing that the arms race took money away from needed social and economic improvements, he took the leadership in disarmament. In 1985 he declared a halt in Soviet nuclear testing and called upon the U.S. to do the same. Mr. Gorbachev suggested that the Soviet Union could start their own SDI but preferred to eliminate the nuclear weapons problem rather than develop a new defense for the problem. Negotiations began again.

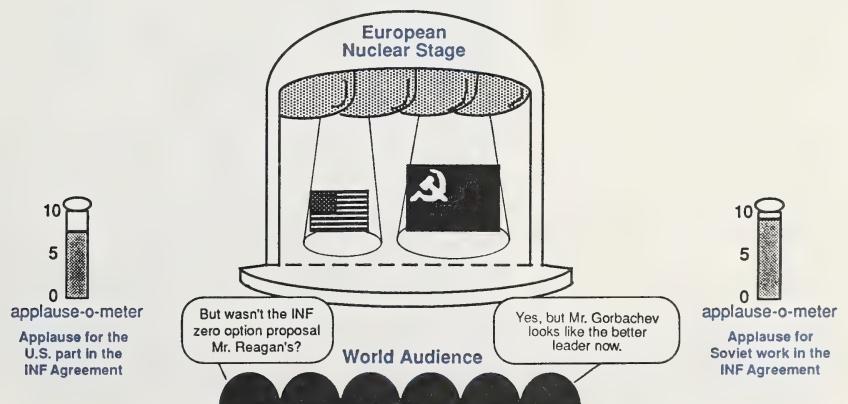
In 1986 Gorbachev continued leading disarmament processes by stating a goal of eliminating nuclear weapons by the year 2000. He proposed 50 percent cuts in long-range nuclear weapons and the elimination of INF in Europe if the U.S. would also disarm and cancel SDI. The major reason in starting up negotiations was to try to limit SDI. Despite Mr. Reagan's refusal to budge on SDI limitations, some progress was made in other areas.

### The INF Agreement

In March 1987, Mr. Gorbachev took the world spotlight by announcing that he was prepared to conclude the INF agreement. Although Mr. Reagan had originally proposed the agreement, Gorbachev's move made him the initiator in the actual deal. The compromise, that resulted in the agreement, meant larger deductions in Soviet weapons than in NATO's, because British and French nuclear forces were not included.

During the negotiations the Soviets agreed to include 130 shorter range SS-12s and SS-23s, that the U.S. did not have in Europe. The difficult point of verification (inspecting to see that disarmament has taken place) was being allowed by the Soviets for the first time.

Notice the effect of having taken the leadership spotlight in offering to conclude the agreement.





14. The Soviet Union may have given up more weapons, but what did it achieve in this compromise?

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Check your answers by turning to the Appendix, Section 1: Activity 3.

### The INF Agreement

What you will notice about the INF Agreement is that it eliminated an entire class of weapons, which is an important step in total disarmament.

The INF agreement, December 1987, would dismantle and destroy nearly 3 000 missiles with a range of 500 to 5 000 km.

U.S.A.	USSR
<ul style="list-style-type: none"> <li>• 364 missile warheads deployed               <ul style="list-style-type: none"> <li>– 108 Pershing II, range 1 800 km</li> <li>– 256 cruise, range 2 504 km</li> </ul> </li> <li>• Destruction of missiles in testing and training areas brought the total to approximately 850.</li> <li>• 282 launchers destroyed</li> </ul>	<ul style="list-style-type: none"> <li>• 1 500 missile warheads deployed               <ul style="list-style-type: none"> <li>– 130 SS-12 &amp; 23 range 900 km</li> <li>– 112 SS-4 range 2 000 km</li> <li>– 441 SS-20 range 5 000 km</li> </ul> </li> <li>• Destruction of missiles in testing and training areas destroyed brought the total to approximately 1 900.</li> <li>• 608 launchers destroyed</li> </ul>

*Truce: a decision by two parties to stop the conflict so that negotiations can take place*

15. Circle the letter of the correct choice. The type of accommodation used to achieve the agreement was

A. truce  
B. toleration  
C. arbitration  
D. compromise

16. Identify six pieces of evidence to the effect that the USSR compromised the most.

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Check your answers by turning to the Appendix, Section 1: Activity 3.



## Future Disarmament Issues in Europe

The INF treaty did not rid Europe of nuclear weapons as it was supposed to. Following its signing many hundreds of nuclear missile launchers were still in place, ready for use if ever needed. It is estimated that the Soviets possess nearly fourteen hundred while the NATO forces have one hundred or less.

The U.S. has put pressure on disarmament negotiations by proposing to modernize short-range nuclear missiles. This would boost the range of lance missiles, from 130 km to a range under the limit set for intermediate-range missiles, which is 500 km. The U.S. proposal may pressure the Soviet withdrawal of huge conventional forces and reduce or eliminate an estimated 4 000 to 6 000 of their own short-range nuclear weapons. This would make western Europe's reliance on nuclear weapons less important.



17. The Soviets appear to have an "advantage" in weapons according to the preceding information. Before a conclusion can be made as to who has the "advantage," and therefore what cuts must be made, what other information is needed?

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18. What arguments can be made by the U.S. for not eliminating short-range nuclear weapons before conventional (nonnuclear) disarmament?

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19. If journalists leaned toward increasing U.S. nuclear strength in Europe, why would they place an emphasis on the difference in the number of launchers for the short-range missiles?
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
20. What do you think the next step in disarmament agreements will be? Circle the letter representing the best answer.
- A. short-range disarmament
  - B. strategic (long-range missiles) disarmament
  - C. conventional forces disarmament in Europe

Check your answers by turning to the Appendix, Section 1: Activity 3.

In conclusion, the two superpowers feel the pressure to negotiate when negotiation is in their interests. Indirect pressures, such as an awareness of nuclear destructive capability and peace movements certainly have an effect; but we must hope that the superpowers continue to find it in their interests to work for disarmament. Economic problems likely will continue to encourage an increase in political interdependence and cooperation on disarmament. This will stop, and perhaps turn back, the Doomsday Clock.

## Follow-up Activities

If you had difficulties with the activities in this section, it is recommended that you do the Extra Help. If you have a clear understanding of the concepts and had few difficulties with the activities, it is recommended that you do the Enrichment.

### Extra Help

Relationships between countries are difficult to understand. The relationship between the U.S.A. and Japan is complex due to the major changes that are occurring in many areas. You will perhaps gain a better understanding of the situation by examining the following information.

Japan's relationship to the U.S. has changed and in turn the American role has changed, especially in the 1980s. This change in relationship could be compared to the change that would occur between children and their parents after the children have left home and pursued successful careers for a decade.

### Economic Relations

Picture the parents buying a big new house that had big mortgage payments and putting additions and improvements into the house. Also visualize a sudden cut in wages and the bank increasing the interest rate on the mortgages and loans. Since the parents are not prepared to sell important and valuable objects, or to stop adding on to the house, the successful son/daughter might be persuaded to lend money every month. The parents might say that they would take the loan only if they could pay it back with interest.

The mortgage and loans for additions compare well to the U.S. government's position. The U.S. needs money that it hasn't got in order to meet its expenses.

Compare the child's loan to the Japanese buying government bonds or treasury bills from the U.S. government, which gives the U.S. government money it needs to spend. Keeping this comparison in mind, answer the questions on the following page.



1. How has the role of the parent changed?

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2. Has the role of the U.S. changed in a similar way?

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Check your answers by turning to the Appendix, Section 1: Extra Help.

### Economic Success

In addition, assume that the child becomes successful in the same business in which a parent is working.

3. Would this allow the child to be able to compete better than the parent and earn more money?

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4. Could this money be lent to the parent if the parent's earnings fall or if the parent has to pay for expensive medical bills for a long sickness?

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5. Is this the same situation the U.S. is faced with in competing with an efficient, hard-working Japan that is producing the goods the Americans and others want?

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You can see how Japan is challenging the U.S.A. if you understand the relationship of Japan's economic power to its political power. Notice how Japan's help means that the U.S.A. has to consider Japan's needs during American and Soviet negotiations.

During nuclear arms negotiations between the Soviets and the U.S. in the past, discussions centered on a type of weapon that was in Europe and that the Soviets also had in Asia.

Japan was a complicating factor in disarmament negotiations between the U.S. and USSR. In a proposal to limit each side to a hundred weapons, the Soviets wanted to have weapons within striking distance of Japan. This horrified the Japanese; and after the objections were raised, the European and Asian missiles were dismantled when the treaty was signed.





6. Do you think that the U.S. has to consider the interests of other countries in its negotiations with the Soviet Union? Explain.

Check your answers by turning to the Appendix, Section 1: Extra Help.

### Enrichment

1. Consider the positive and negative consequences of the Americans and the Japanese together developing and producing the new FSX fighter. You should list positive and negative consequences of the following:

- costs
- secrets
- ownership of new technology
- loss of American sales of jet fighters to Japan



2. Think about the future and whether Japan will ever replace the U.S.A. as the top military and economic superpower. Consider the following when writing a **news report** from the future telling how Japan made it, or how the U.S. kept its position. You could comment on Japan's

- geographical location (ease of defending, blockading)
- natural resource base
- the reaction of its neighbours considering its role in World War II as a major power

OR

Consider and comment on the U.S.A.'s

- current military strength and power (especially nuclear)
- current economic strength
- ability and efforts to keep up current levels of strength and power

[illegible]

3. Should Japan spend the same percentage of GNP as the U.S. does, on the military, and at the same time increase its responsibilities for security of the Pacific, beyond its own self-defence? You should discuss
- effects on the U.S.
  - reaction by Japan's neighbours
  - reaction by Japanese people

[illegible]

Check your answers by turning to the Appendix, Section 1: Enrichment.

## Conclusion

Superpower economic problems, the costly military spending race, and the fact that their power has limits is causing them to change their roles in the world. In recent years they have had to be more aware of internationalism in attempting to achieve national goals.

### ASSIGNMENT

Turn to your Assignment Booklet and do the assignment(s) for this section.

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Assignment  
Booklet



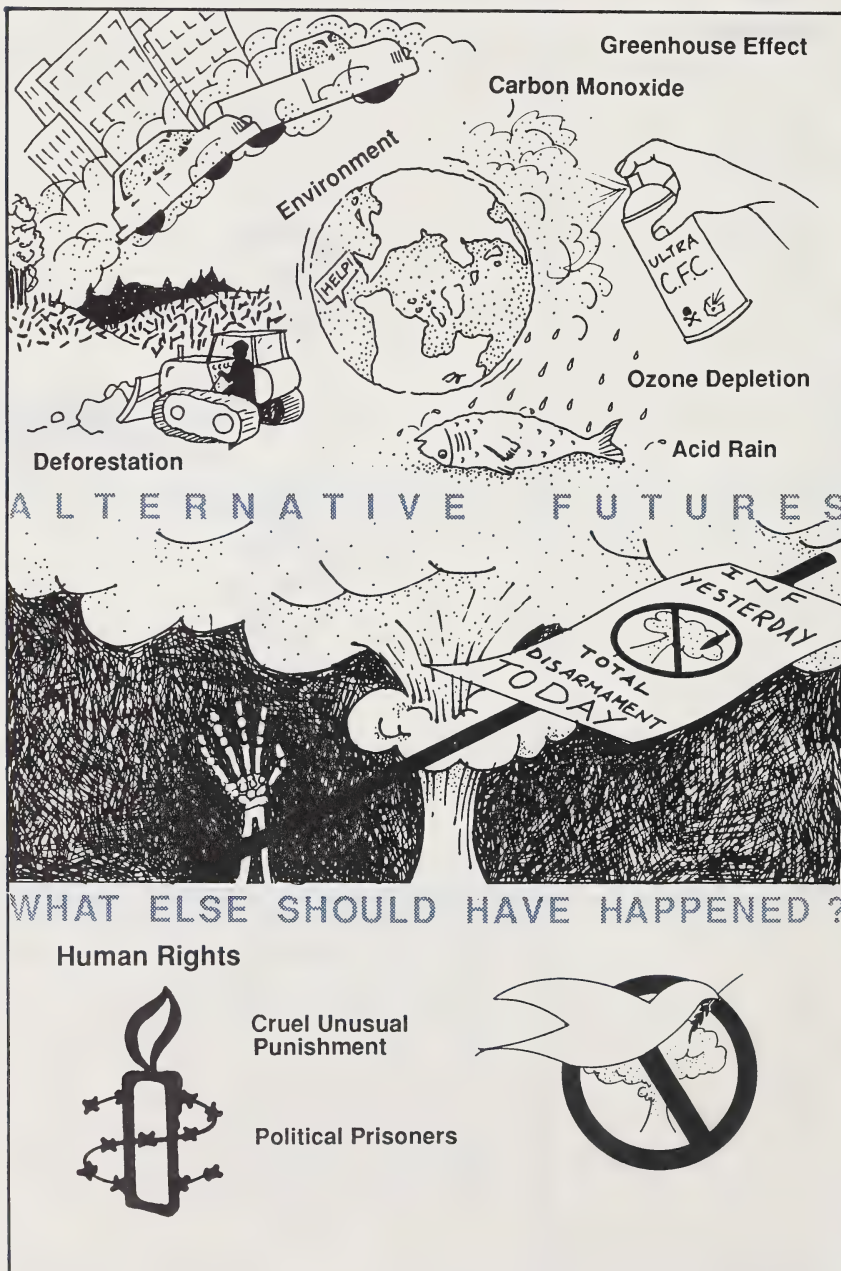


# Motives for Increasing Interdependence



Our world, as a stage, is shrinking. It's shrinking because actions and events that occur on one side of the stage affect actors on all parts of the stage more than ever before. We have seen how the attitude, "what's good for the superpowers is good for the world," caused international insecurity due to the nuclear arms race. You have seen how attitudes and actions resulted in the first small disarmament steps that will, it is hoped, lead to more compromise and allow the world to breathe a sigh of relief. Other global concerns and problems are capable of creating an end to the world as undesirable as a nuclear war. These problems don't have the same immediate and total impact, but an increased interdependence in the world is needed to deal with them effectively and productively. It's important to understand how people are part of the problem, how each is affected or will be affected, and how each needs to be a part of the solution.

It is clear that if we are to survive immediate global threats, more international cooperation is needed. The objective of this section is to have you examine and understand important international issues or problems and concerns. You should understand the need for a different emphasis on interdependence – more balance of national interests with internationalism or humanitarianism in order to resolve these issues.

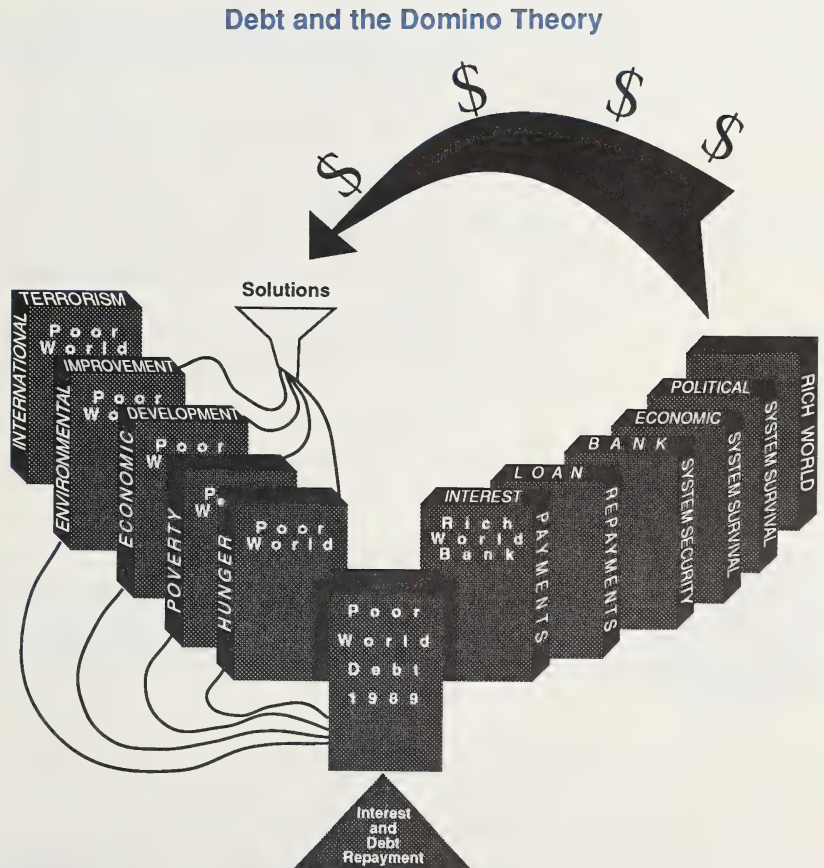


## Activity 1: International Debt

In the previous section you learned how immediate and potentially destructive is the problem of nuclear arms buildup.

The world **debt** problem is another situation that has required an increase in interdependence as attempts have been made to solve it. The major creditors (those who are owed money) may lose it, but it is a bigger problem for the poor countries which owe the money. The poor countries have to pay a huge amount of money back to the rich countries when the money could be used to help reduce the very problems the loans were meant to solve.

Examine the illustration **Debt and the Domino Theory** below to gain an understanding of the background the situation and the motives for solving the problem of poor world debt.



If you owe the bank \$1 000.00 and can't repay, you have a problem.

If you owe \$300 000 000.00 and can't repay, the bank has a problem.





1. Based on the preceding illustration and caption, who has a problem when international debt dominos start to fall over?

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Circle the letter representing the best answer.

2. Based on the illustration above, which problem has the greatest immediate impact on the rich world?

- A. Third World hunger
- B. Third World poverty
- C. Third World economic underdevelopment
- D. Third World debt

Check your answers by turning to the Appendix, Section 2: Activity 1.

By 1977 the debt owed by poor countries approached half a trillion dollars. Much of the money was owed by a group of poor countries attempting to industrialize. The rapidly increasing debt and the potential for it to become bigger, resulted in a major problem for both rich and poor. The president of the World Bank, Robert MacNamara had a suggestion to help solve the problem. His suggestion was accepted, and Willy Brandt, a former leader of West Germany, formed an independent commission. The commission was to study and report on better solutions for reducing the growing economic gap between rich and poor nations. The commissioners came from rich and poor nations to write a report.

The problems that were focused on threaten world peace over the long term. Mass hunger, economic disaster, environmental collapse, and terrorism – occurring in many countries of the world – would create problems for rich countries also.

3. Think about and list two ways the First World could be affected by not reducing such Third World problems as those mentioned in the text.

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Check your answers by turning to the Appendix, Section 2: Activity 1.





**The Findings of the Brandt Commission**

The Brandt Commission report found that United Nations and nongovernmental agencies had not been successful in solving long-term problems menacing the world. Instead, of the billions of dollars in aid and loans allotted for solving problems, huge amounts drained away unproductively due to incompetence, ignorance, and corruption.

The report concluded that the world has the technical and financial resources to solve serious global issues. The problem motivated representatives from richer nations to organize international action to help the poor. However, to solve global problems, international relations had to be more than the rich giving to the poor; all nations had to play a full part on the interdependent world stage.

**The Response to the Brandt Report**

By 1981, the Third World debt had grown to \$525 billion, which threatened the collapse of the banking system if money could not be repaid. The Group of 77, which was made up of 122 poor countries, wanted a world approach to negotiating. The U.S.A., even up to the Paris Summit Conference of July 1989, preferred to address debt problems of countries individually.

- 4. Which approach – that of the U.S. or of the Group of 77 – reflects the Brandt report recommendation for all nations to act out a full part on the interdependent world stage? Explain.

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Check your answers by turning to the Appendix, Section 2: Activity 1.

The Brandt report had resulted in little help from oil-rich countries and the Soviet Union. The Soviets were contributing mainly military aid. The European Economic Community responded by suggesting a monetary transfer from the wealthier countries, which was to be accomplished through an international agency. The U.S., on the other hand, wanted poor world debt to be solved through increased private investment to make economies improve.

*Summit meeting: a conference of highest-level officials*



In July 1981, representatives of the big seven rich countries met in Ottawa. The European and U.S. proposals were discussed, and it was decided to call the first-ever North (the rich)/South (the poor) economic summit meeting for October 1981 in Cancun, Mexico.

The first ever North/South economic summit involved twenty-two representatives from rich and poor countries. It produced very little action of importance. The president of the U.S. offered his “flying farmers,” or agricultural experts, to help improve agricultural methods. The entire North/South problem was passed from this group of countries to the U.S.

5. Explain how the actions of the oil-rich nations, the Soviets, the EEC, and the U.S., along with the outcomes of the North/South Summit in 1981 were inconsistent with the Brandt recommendation for all nations to act out a full part on the interdependent world stage.

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Check your answers by turning to the Appendix, Section 2: Activity 1.

## Recent Debt Crisis

Since 1981 there has been little done to change international relations, so that all nations play a full role in an interdependent world. Mexico's debt was \$80 billion in 1982. When it first threatened **default**, world bankers put together a rescue package. Other Latin American nations also received help through changed payments on their debt and interest. This reflected a concern on the part of rich world interests for other countries – i. e., an internationalist viewpoint. It also reflected concern for people, or an increase in humanitarianism, along with a concern for economic priorities.

Mexico's economic problems have not been solved. More loans increased its debt to close to \$100 billion by 1986. It has been severely hurt economically by devastating earthquakes and falling prices for its oil. Mexico was faced with the alternative of defaulting on its loans, or having payments put off until later. Mexican leaders asked for limits to be placed on interest levels and interest payments.

*Default: give up paying loans*



6. If you were a banker who was owed money by Mexico, would you help out by delaying debt payments and putting a limit on interest payments and rates, as Mexico's president requested? Explain your reasons.

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Check your answers by turning to the Appendix, Section 2: Activity 1.

Brazil's president caused shock waves to ripple through stock markets and the banking community in 1987 when he announced that Brazil was stopping interest payments on its \$143 billion debt. Of Brazil's \$122 billion budget, \$12 billion is paid out for interest on its foreign debt. The \$12 billion could go a long way to helping Brazil's poor.

Canadian banks were owed \$7 billion by Brazil, which is less than 2 percent of the money the banks have. If other countries demand aid money or they stop interest payments, the \$22 billion that has been loaned to the poor countries may not be repaid until easier terms are granted.



7. What would happen if, in the future, you made these demands of a bank for a loan you had?

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Check your answers by turning to the Appendix, Section 2: Activity 1.



## Recent Proposals for Debt Relief

The issue that international debt has raised is this: Should the rich countries help the poor countries reduce their debts?

Some alternative solutions have been proposed in order to answer this issue question.

- Have the banks cooperate to provide fresh funds to poor countries. (     )
- Grant easier terms, such as delaying payments and limiting interest rates and payments. (     )
- Have rich nations allow more imports into their countries, which would make poor countries' economies grow. (     )
- Have governments of rich countries forgive debts poor countries owe to them. (     )
- Have governments of rich countries take over debts and forgive some debt to banks. (     )
- Have poor countries cut back spending, which may reduce the standard of living for the people. (     )

8. For each of the preceding proposals, judge whether it is an example of

- A. **Increased interdependence** – increased reliance among nations
- B. **Internationalism** – concern for the interests of other countries
- C. **Humanitarianism** – concern for human interests

List the appropriate letter(s) in the space provided at the end of each proposed solution.

9. Do these proposals reflect more internationalism, humanitarianism, and interdependence than the action from the Ottawa and North/South summits of 1981?

Check your answers by turning to the Appendix, Section 2: Activity 1.



**Internationalism:** concern for the interests of other nations

**Humanitarianism:** having concern for the interests of human beings

Third World Reactions and Proposals

Poor nations have responded to proposals such as those just listed. In 1988, a conference in Khartoum, Sudan, involving representatives from twenty-five African countries, resisted one proposal in particular.

10. Hypothesize as to which proposal these poor African countries would resist?

Check your answers by turning to the Appendix, Section 2: Activity 1.

The key powers were recommending that poor countries perform surgery on their own economic problems. This suggestion was viewed as being similar to asking a starving person to work for a meal. The criticism of belt-tightening by the poor nations was that this action would not guarantee improvements in the living standard of desperately poor people. In addition, receiving debt relief meant being tied more closely to economies of the North that were declining. These ties caused a movement away from economic growth relationships, such as more regional (or South/South) economic interdependence.

Notice how these poor countries were able to influence rich countries who met later on in the year. Look to see, as well, whether the rich countries agreed with the Organization of African Unity’s proposal to have an international debt conference.

First World Actions and Proposals

There have been other recent international conferences that have addressed Third World debt as a part of the focus of the meetings. Try to match some of the alternative solutions discussed in the preceding material, to proposals made recently.

The Toronto Summit in the summer of 1988 involved the seven big industrialized and democratic countries of the Western world. Third World debt was a leading problem they discussed. The government leaders concerned themselves with the small percentage (about 5 percent) owed to official government agencies by a few dozen of Africa’s poor countries. An agreement was made for each of the seven countries to choose to adopt one of the following approaches to the debtor nations:



South/South: poor country to poor country



- Don't repay the money you owe
- Put off payment of the money owed
- We will help you repay the loan

In other words, each key country could decide what to do about the part of the \$100 billion that it was owed. Ninety-five percent of Third World debt remained, to be negotiated between individual debtor nations and their creditors.

11. a. Which of the two views that follow best states the position taken on the debt problem by these seven big economic powers? Circle the best answer.
  - A. The Third World debt problem is having a crisis effect on the rich nations.
  - B. Only individual countries are creating major concerns for rich countries.
- b. Are the results of the Toronto Summit a move toward the 1980 Brandt report recommendation for all nations to act a full part on the interdependent world stage? Explain.

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The year 1989 saw no relief from cutbacks in programs by governments of poor countries. Cuts in health, education, and welfare programs for women, children, and the unemployed led to riots and death. Canada's former ambassador to the UN, Stephen Lewis, suggested that in return for cutting back on these programs, the amount of aid and investment to the poor would total only \$40 million after interest payments were made.

In the face of this, the 1989 Paris Summit of the seven western industrialized countries failed to recommend any North/South talks and no global negotiations. France's suggestion of a North/South meeting died, because the U.S.A., Britain, Japan, and West Germany were "not prepared to give the developing world (Third World) a special forum." Instead, the case-by-case approach to debt problems was maintained.

Mr. Lewis suggested that the total African debt of about \$200 billion – one-quarter of which was lost in one day on the stock markets in October 1987 – could be written off tomorrow with no serious consequences.



12. Circle the letter representing the best answer.

- a. Which of the following do you think Mr. Lewis would agree with?
  - A. the rich nations' approach to Third World debt
  - B. the Brandt report along with the proposals of the Group of 77 and the Organization of African Unity
  
- b. Which interdependent proposals appear to be more international and humanitarian?
  - A. the proposals of Mr. Lewis, the Brandt Report, the Group of 77, and the Organization of African Unity
  - B. the proposals of the 1989 Paris Summit participants

In conclusion, you should understand how debt is a problem for the world's poor nations. If the Third World decided not to repay the loans, it would shake the economies of the rich countries and eliminate needed loans for poor countries in the future. Both sides understand that increased interdependence is needed to solve the debt concerns for everyone. There appears to be a hesitation by the richer nations to take a more international approach toward finding a solution. Furthermore, there is a difference of opinion in the poor world about what is needed.

How or when this conflict will be resolved is not clear. Perhaps an increased role by individuals and organizations, along with a crisis for the key players, will be needed before effective steps are taken toward solving the problem. The question now is: With all the global problems needing action, will those affected most seriously wait patiently, or will some resort to force in the form of terrorism to motivate the rich to organize international action?

The massive Latin American debt has the potential of creating not only economic catastrophe but political catastrophe as well. Compare Latin American payments to those of Germany following World War I. You will remember that after World War I, the reparations payments Germany was required to pay made it difficult for the country to remain democratic and to recover economically. The German payments were 2.4 per cent of Germany's annual national income, while Latin America is paying out twice the German rate in debt repayment.

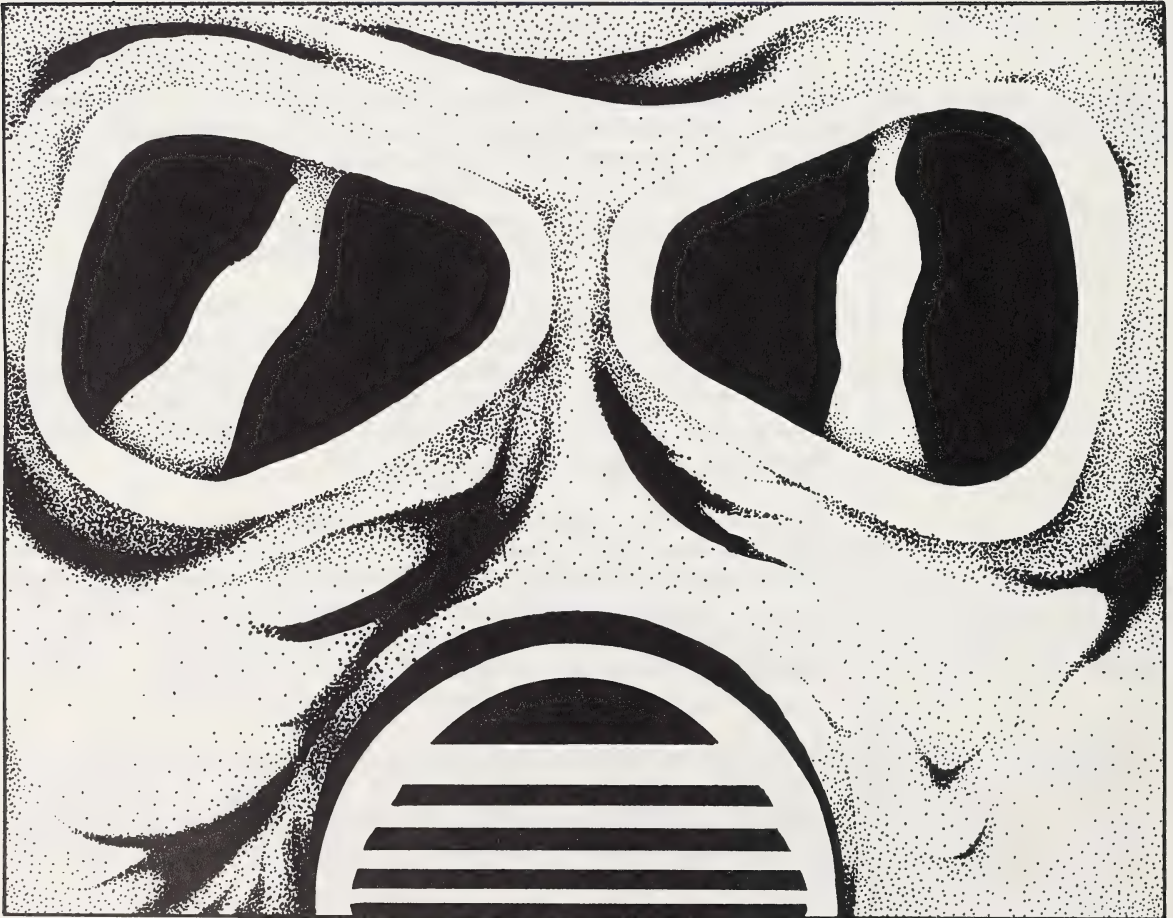
Current democratic governments in Latin America have just about run out of ways to repay loans while keeping their populations from revolting. These governments could fall to revolutions or military takeovers that will simply ignore debt and probably cause problems for First World banks and economies. That is what happened in Germany after Hitler came to power.



Politically, as in the case of the rise in popularity of the Nazis, voters may turn to nationalist parties. There is a danger that expansionist policies – aimed at controlling more territory – may occur as they did under Hitler. Many Latin American countries have been spending large amounts of money on military equipment. This may result in confrontations like the one that occurred when Argentina attempted to seize and hold the Falkland Islands from Britain.

If many Latin American countries are encouraged to go in this direction because they have lost the battle with European, Japanese, and American banks, there is a possibility of enormous catastrophe both politically and economically.

## Activity 2: Chemical Weapons



Almost every nation condemns chemical weapons. But many of them maintain vast stockpiles of killer gases.



*Chemical weapon: for example, poison gas*

*Nuclear holocaust: complete nuclear destruction*



*Protocol: the standards set by an agreement or code, intended to be strictly followed*

What you will notice in the following reading is a recognition by the world of what the problem is, how people feel, and what the difficulties are of eliminating the problem.

You should also conclude that the world has to act together or become more interdependent to eliminate the problem effectively.

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Fear of **chemical weapons** is second only to the dread of a **nuclear holocaust**. At a Paris Conference on chemical weapons in January 1989, 149 nations condemned their use and promised to work toward an international agreement which would outlaw them around the world. That is easier said than done.<sup>1</sup>

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1. How has the conference demonstrated the following?

a. Increasing interdependence – reliance on each other.

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b. Internationalism – concern for interests of other countries.

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Check your answers by turning to the Appendix, Section 2: Activity 2.

As you read the next part of this article note seven reasons why chemical weapons are of concern.

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The use of poison gas dates back to World War I when Germany first released mustard gas against Allied armies. The Allied forces later retaliated. Nearly 100,000 died and there were ten times as many casualties. The horror of these attacks brought 29 nations together in 1925 to sign the **Geneva Protocol** banning the use of poison gases in war.<sup>2</sup>

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<sup>1,2</sup> R/L Taylor Publishing Consultants Ltd. for the excerpt from *Canada and the World*, "Death on the Wind" by Charles White, March 1989. Reprinted by permission of R/L Taylor Publishing Consultants Ltd.



**Ban:** legal or formal prohibition of something



**Tranship:** change from one ship to another for further transportation

Judge the effectiveness of this declaration by reading the next two paragraphs.

It was very brief because it had limited goals. The declaration was not a disarmament agreement. It just abolished chemical weapons used in war. The only enforcement of the declaration came with the knowledge that if an attacker used chemical weapons, the defender would likely have access to its own stockpiles and use them also.

Since then, Italy, Japan, Britain, and both superpowers have been accused of violating the agreement. Iraq, the latest offender, used poison gases against both Iran and some of its own citizens who allegedly opposed the government.<sup>1</sup>

2. Do you think that the difficulty of enforcing a **ban** on chemical weapons was the reason for not banning them altogether in 1925?

Check your answers by turning to the Appendix, Section 2: Activity 2.

Cheap and easy are not the only qualities of chemical weapons that give peace agencies nightmares. Iraq is a classic example of how countries can acquire and produce such weapons. Iraq's State Enterprise for Pesticide Production (SEPP) is a front for producing mustard gas. This gas burns and blisters and destroys the lungs of victims. Iraq also has nerve agents, which can cause almost instant death. Though most Western countries now have controls on the export of chemicals, it's easy to find plenty of loopholes. And, there are almost no controls on the export of equipment useful for making chemical weapons.

A determined buyer such as Iraq and a willing seller can beat the law by mislabelling export goods. Sometimes products are first shipped to a third country and then **transhipped** to the intended user. SEPP camouflaged the

real purpose of purchases, and there were many companies throughout the West willing to fill its orders.

Two West German companies working through a web of interlocking relationships, gave Iraq the kind of help it needed. So, innocently, did at least one American multinational corporation, Phillips Petroleum Company of Bartlesville, Okla. Phillips shipped 500 metric tons of thiodiglycol (TDG), an ingredient in mustard gas, to Iraq in 1983 but refused further orders after it learned about Iraq's use of mustard gas. Other supplies, equipment, and training came from the Netherlands, Chile, Spain, Switzerland, Belgium, Italy, and France.

By finding "soft spots" in laws or ignoring them, by disguising the reason for purchases, Iraq built up a chemical warfare capability. There are fears that other nations are taking the same route.<sup>1</sup>

<sup>1</sup> R/L Taylor Publishing Consultants Ltd. for the excerpt from *Canada and the World*, "Death on the Wind" by Charles White, March 1989. Reprinted by permission of R/L Taylor Publishing Consultants Ltd.









*Morality: a view of what is bad or good*

*Abhor: react with extreme disgust*

*Implement: put into practice*

*Arsenal: storage of military weapons*

*Verified: determined as true by acceptable evidence*

*Consensus: general agreement*

*Lip-service: insincere good will*

The effects vary from almost instant death to lingering torture before the end comes. Chlorine gas burns the skin and ruins the lungs. Other symptoms can be repeated vomiting, internal bleeding, and convulsions.

Peace groups worry that the manufacture and stockpiling of chemical weapons is spreading. The Stockholm International Peace Research Institute (SIPRI) says at least 10 countries almost certainly have such weapons. They are Afghanistan, France, Iran, Iraq, North Korea, Libya, Syria, Soviet Union, United States, and Vietnam. Several more, including China, Egypt, and Israel, are suspected of having them.

These weapons are often called "the poor man's atom bomb." They are especially popular with Third World countries because they are cheap and easy to make. Nuclear weapons require high technology and expensive components. Toxic gases can be made from simple ingredients which themselves are harmless. Mixed with other agents they become lethal. Any pharmaceutical or fertilizer plant can be easily converted to produce chemical weapons.

So, the pious words condemning the use of chemical weapons at the Paris Conference are a long way short of being deeds. The two biggest stockpiles of these toxic agents are in the hands of the superpowers. However, the Soviet Union has announced it will begin destroying its chemical arms this year. The United States is sceptical and wants a treaty which can be **verified** before it starts eliminating its own stocks.

Poorer Arab states look at these great powers which have both nuclear and chemical weapons. They point to Israel which almost certainly has weapons of

both types. They wonder why the superpowers, which already have enough nuclear missiles to blow the world apart, also want to keep the chemical weapons to themselves. Chemical weapons disarmament, they think, should be linked to general and nuclear disarmament.

Again, different cultures have a different **morality** about chemical weapons. Western nations generally **abhor** them, and some, like Britain, claim to have destroyed all existing stocks. In the West, the knowledge that they could kill millions of innocent people makes them immoral. Other countries, with no experience of their effects, ask "why killing children with chemical weapons is worse than dropping bombs on them."

The Paris meeting was meant to give the Geneva Conference on Disarmament a push toward ridding the world of chemical weapons. The 40-nation Geneva Conference began meeting ten years ago, and Canada plays a prominent role there. We're noted for our research on how to verify a potential chemical weapons treaty and we recently produced a 174-page handbook outlining methods of detection.

If a treaty is ever signed, however, it won't be easy to **implement**. The Iraq story reveals a shadowy world of twisty trade deals, dummy companies, and bribery. It shows how difficult it would be to stop a country from building up an **arsenal** of deadly toxins and gases.

The Swedes provide a gas mask for every man, woman, and child. The Finns are building underground shelters with filters to screen out airborne poisons. The best defence of all would be a global **consensus**, that is given more than **lip-service** that chemical weapons are morally wrong.<sup>1</sup>

<sup>1</sup> R/L Taylor Publishing Consultants Ltd. for the excerpt from *Canada and the World*, "Death on the Wind" by Charles White, March 1989. Reprinted by permission of R/L Taylor Publishing Consultants Ltd.

You have noticed in the last part of the reading that when a problem has actually hurt or killed people, and can continue to do so, people have had feelings or have taken actions based on the ideal of humanitarianism (a concern for the welfare of human beings). People become aware of the problem, develop attitudes, and are ready to propose or support action to eliminate the problem. Use this understanding and the last part of the preceding reading to answer this question.

4. Identify two basic reasons that make eliminating chemical weapons very difficult, and make increased international interdependence necessary.

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Check your answers by turning to the Appendix, Section 2: Activity 2.

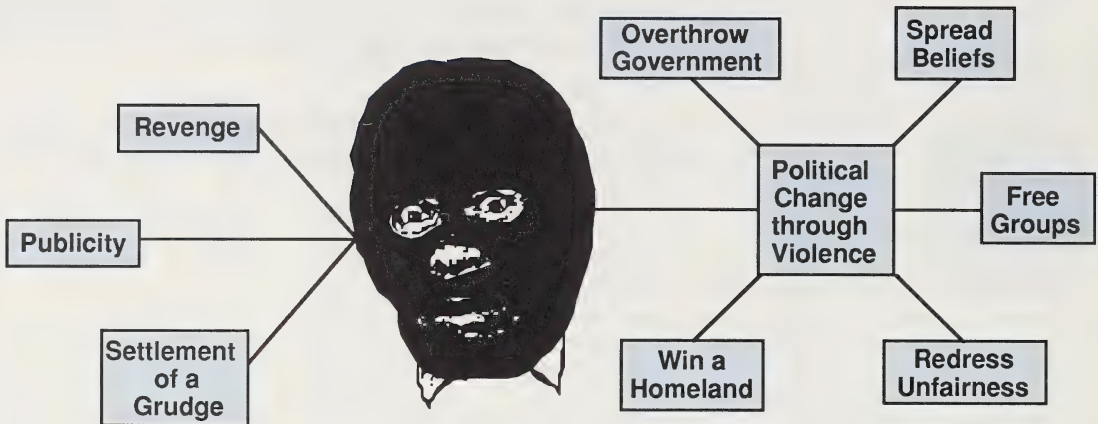
A solution will require even more examples of increased interdependence in the form of agreements and treaties. In addition, checks for chemical weapons by all foreign countries, along with the confidence that no one is manufacturing chemical weapons, will be needed. Nations will also have to apply international law if companies are caught manufacturing or shipping chemicals for weapons manufacture. These kinds of interdependence will be required if we are to have a safe and secure future.

### Activity 3: International Terrorism

International terrorism is a feature in global decision making, particularly since the late 1960s. There has been a large increase in the number of terrorist acts to over four hundred a year. These acts are identified in the news regularly and include hijacking, kidnapping, shooting, and bombing. As you read this activity, it is likely that another terrorist act is being planned, executed, or responded to. Some call it an **epidemic**, or disease, for which no cure has been found.



## Terrorist Motives



*Minority: the smaller part of a whole group that differs from the larger group in some characteristics and is often treated differently in certain respects*

*Guerrillas: group which carries on irregular but perpetual war through harassing the enemy*

There is a problem with the label “terrorist.” People who are called terrorists may see themselves as freedom fighters, an unfairly treated **minority**, or **guerrilla** fighters because their goal is freedom and equality. Some so-called terrorists have become national leaders. Menachem Begin led the Irgun in terrorist acts and later became Israel’s prime minister. The leader of another terrorist group, Jomo Kenyatta, became the liberator of Kenya. Some terrorism might be justified, such as the plot to assassinate Hitler. So the label of terrorist is in the eyes of the beholder.

Terrorism has not been a very successful method of achieving long-term goals recently. Yet terrorism is on the increase. This trend is likely to continue because its root causes are difficult to deal with satisfactorily. The lack of success in the last twenty years is because governments have resisted giving in to terrorist demands no matter how much personal tragedy has been caused.

1. Why do you suppose terrorists carry on this type of **confrontation**?

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*Confrontation: hostile resistance*

Check your answers by turning to the Appendix, Section 2: Activity 3.



Terrorists must carry out acts that will draw attention to their cause if there is to be any hope of success. The actions cannot result in a total loss of support. As long as there is support in the form of hiding places and finances and, more importantly, an inability or unwillingness of governments to use unrestricted power against terrorists, they will continue with their violence.

Some governments choose to use whatever means are necessary to halt terrorist activity. This occurred with the FLQ, a **separatist group** in Canada during the 1970s. The Canadian government used the **War Measures Act** to control the FLQ terrorists, who had used bombings and had kidnapped two high-level officials, one of whom was killed. Another example occurred in the 1980s, when the U.S. Air Force bombed Libyan leader Khaddafi's residence due to his suspected link to terrorist action against Americans.

Terrorism is a cousin to war. Like war today, the targets of terrorism are the designated enemy and unsuspecting civilians. Terrorists see violence as desirable action in achieving their goals. Most terrorism is a publicity stunt, with the attention being provided by a high-profile target or **indiscriminate** terrorist acts. The attention that is received is due to the fear that it causes.

2. Identify whether the following terrorist acts are examples of

A – Indiscriminate terrorism

OR

B – High profile targets

- a. In 1972 Black September Palestinians killed eleven Israeli athletes at the Olympics. ( )
- b. In 1976 Palestinians seized an Air France jetliner. ( )
- c. In 1977 South Moluccan separatists seized a school in Holland with 106 children and five teachers. ( )
- d. In 1977 a Lufthansa passenger plane was hijacked. Demands were made for the release of convicted Baader-Mainhof terrorists. ( )
- e. In 1979 Lord Louis Mountbatten was blown up in his yacht. The Irish Republican Army (IRA) was suspected. ( )
- f. In 1981 U.S. General Dozier was kidnapped by the Red Brigade in Rome. ( )
- g. In 1983 a suicide truck bomb killed 241 U.S. Marines in their barracks in Beirut. ( )
- h. In 1986 a West Berlin discotheque was bombed. A U.S. serviceman and a woman were killed, and 230 others were injured. ( )

*Separatist group: a group working for the independence of a nation or area*

*War Measures Act: a law that allows the government of Canada sweeping power during a time of serious threat to national security*

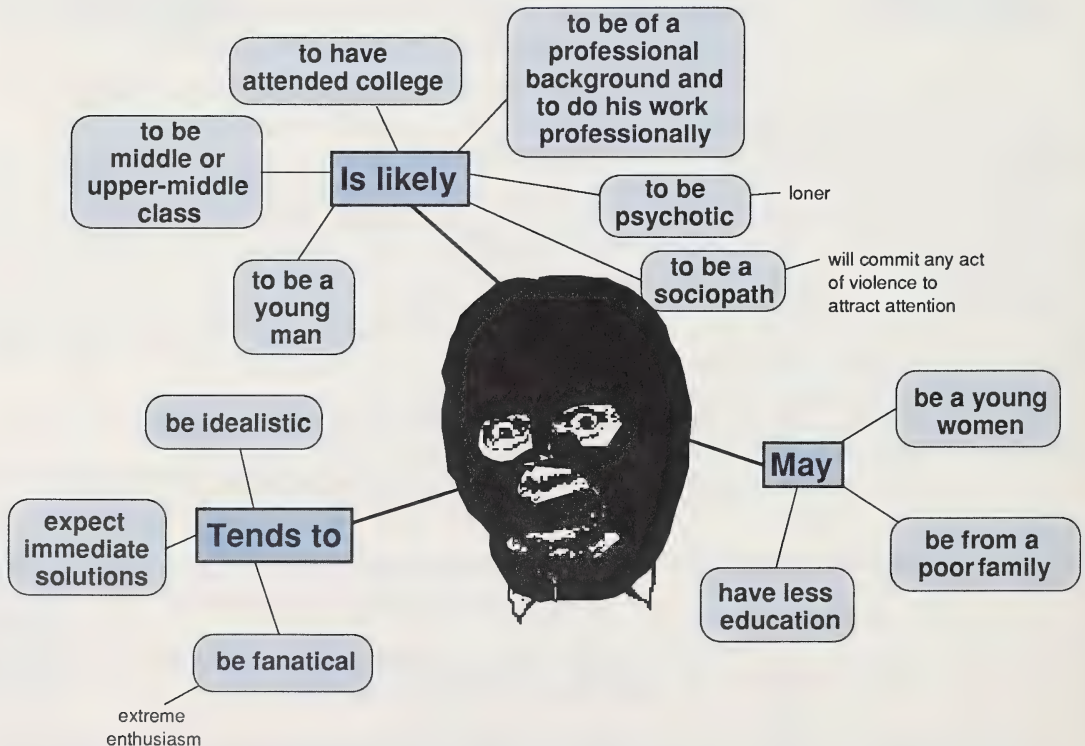
*Indiscriminate: random*



- i. In 1989 pro-Iranian fundamentalist extremist Guardians of the Islamic Revolution claimed responsibility for the sabotage of Pan Am Flight 103. ( )
- j. In 1989 Hezbollah, the fundamentalist umbrella organization which Iran hoped would turn Lebanon into an Islamic state like Iran, was responsible for kidnapping an Anglican church official, a U.S. Marine officer and an American University of Lebanon official. ( )

Check your answers by turning to the Appendix, Section 2: Activity 3.

### The Terrorist



Why do people resort to terrorism?

Feelings of helplessness are causes of violence. Politically, if a minority cannot get others to accept its views, they may resort to political terrorism.

3. Is the failure of poor nations to get global action for their debt and development problems a possible source of terrorist acts? Explain.

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Check your answers by turning to the Appendix, Section 2: Activity 3.

Libyan leader Colonel Khaddafi wishes to see Israel destroyed. Wars have failed to achieve the destruction, and Khaddafi has supported Palestinian groups who are also working for that goal. Iran's government has a terrorist organization to defend and spread its Islamic fundamentalist revolution in places like Lebanon. Soviet allies and closely associated countries such as Syria, Cuba, and South Yemen have also aided and directed international terrorism.

4. Can we assume that if governments such as Cuba and Syria stopped their aid, terrorist groups would not exist? Explain.

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5. Identify alternative positions to resolving the issue of international terrorism.

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Check your answers by turning to the Appendix, Section 2: Activity 3.

*Spectrum: broad range*

*Commandos: military group*



Most of the attempts to fight terrorist activities have failed to end terrorism because they have short-term aims and do not solve the root problem that causes the terrorism. These actions include agreements on condemning terrorism, refusals to give in to terrorist demands, sharing of information, and placing economic punishments on countries supporting terrorism at one end of the **spectrum**. On the other end, highly trained anti-terrorist **commandos** have ended terrorist incidents.

Fighting terrorism with military action is another extreme response. Israel invaded Lebanon and bombed PLO headquarters in Tunisia to hit back at Palestinian terrorists. More recently, U.S. fighter bombers hit two Libyan cities because the country's leader supported anti-American terrorism. These last responses have been cheered by frustrated people or, by contrast, labelled "state" terrorism, immoral, illegal, and ineffectual. What can't be disputed are the human costs and money it takes to build up security.

6. Consider the important elements that make terrorism different than other forms of violence. Create a definition of the term "terrorism" based on several characteristics.

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7. Do you reject any of the actions that have been identified so far? State your position and defend it with an argument and evidence (facts). Consider morality, legality, effectiveness, and judgement.

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Check your answers by turning to the Appendix, Section 2: Activity 3.

Europeans have generally not supported the military response to terrorism. Europe is more open to retaliation, if the counter-response is for terrorists to escalate the violence. There has been some awareness of the need to deal with the root causes of terrorism. One former British Prime Minister wanted action on the Middle East problem by solving the Palestinian homeland issue and improving Israel's relations with Arab neighbours. Italy's leader wanted to set up an international conference between Israel and moderate Arabs. Another former British Prime Minister, James Callaghan, suggested that if Europe didn't help solve Middle East problems, these might set the rest of the world on fire.

To stop bombings, France has chosen a policy of negotiation with terrorists. In negotiations with both Syria and Iran, France won the freedom of two French hostages. However, it also may have appeared weak, which may lead to more terrorism.

You have seen many different responses to terrorism: tough action, tough talk, secret deals, tough negotiation, and mild economic punishments. These are not, however, the united response that is needed to solve the problem.

Is increasing international interdependence part of the answer in assuring a desirable future?

If so, should interdependence be characterized by global efforts or by a case-by-case approach? Although governments do not always move fast enough or in the right directions, individuals, organizations, and conferences are also involved in solving global problems. We have seen this in the nuclear disarmament and chemical weapons issues.

In conclusion, the conditions that are the root causes of terrorism exist in many parts of the world. International terrorism will become an increasingly greater problem for many countries. We are beginning to see more sensational terrorist actions that are receiving greater news attention. This attention is giving more terrorists the idea that their long-term goals are achievable. The potential for harm could increase as terrorists may poison water supplies, cut energy flows, affect computer information, or perhaps develop devastating biological chemical or nuclear weapons. Terrorist acts and the root causes of terrorism cannot be ignored. People everywhere need to think about how best to deal with terrorism, and must pressure authorities to take the appropriate actions.



## Follow-up Activities

If you had difficulties understanding the concepts in the activities, it is recommended that you do the Extra Help. If you have a clear understanding of the concepts, it is recommended that you do the Enrichment.

### Extra Help

If you had difficulties reading and understanding the debt problems, study this different way of stating the information.

### Retrieval Chart for Third World Debt

Background/Problems		Action Individuals, Groups, Conferences	Consequences
Pre-1977	<ul style="list-style-type: none"> <li>Poverty</li> <li>Hunger</li> <li>Economic underdevelopment</li> <li>Environment</li> <li>Terrorist problems</li> </ul>	<ul style="list-style-type: none"> <li>UN agencies</li> <li>Individual nations</li> <li>NGOs (nongovernmental organizations)</li> </ul>	<ul style="list-style-type: none"> <li>no solutions</li> <li>money drained away</li> <li>debt increased</li> <li>Brandt Report</li> </ul>
1977	<ul style="list-style-type: none"> <li>Debt</li> </ul>	<ul style="list-style-type: none"> <li>World Bank President</li> <li>Willy Brandt Commission</li> <li>Group of 77 representing 122 poor nations of the United Nations</li> </ul>	<ul style="list-style-type: none"> <li>Brandt Commission Report, 1980, recommendations on trade, debt, aid</li> <li>increasing interdependence between North and South</li> <li>Ottawa summit meeting July 1981 for rich nation leaders</li> <li>North/South summit in Oct. 1981</li> </ul>
July, 1981	<ul style="list-style-type: none"> <li>Responding to the Brandt Report 1980</li> </ul>	<ul style="list-style-type: none"> <li>Ottawa Summit Meeting</li> </ul>	<ul style="list-style-type: none"> <li>No direct action on problems</li> <li>Proposal for North/South summit with representatives of poor countries</li> </ul>
Oct. 1981		<ul style="list-style-type: none"> <li>North/South Summit, Cancun, Mexico, 1981</li> </ul>	<ul style="list-style-type: none"> <li>Reagan offers American agricultural experts</li> <li>Third World debt problem handed over to the United Nations</li> </ul>

Background/Problems		Action Individuals, Groups, Conferences	Consequences
1982	Announcement by Mexico that it may be enabled to continue loan repayment	<ul style="list-style-type: none"> <li>• rescue package put together by banks</li> </ul>	<ul style="list-style-type: none"> <li>• Mexico and other Latin American countries given easier repayment terms to keep them afloat</li> <li>• More efficient government demanded</li> <li>• Mexican debt grew to \$100 billion by 1986</li> </ul>
1987	Disturbance in western banks and stock markets by Brazil's announcement that it will stop making interest payments	<ul style="list-style-type: none"> <li>• Easier terms granted Brazil</li> </ul>	<ul style="list-style-type: none"> <li>• 95% of poor world debt was not dealt with</li> <li>• North/South debt conference rejected by First World countries</li> <li>• global forum idea rejected by 1989 Summit</li> <li>• amount of rich world aid and investment minus debt payments equalled only \$40 million</li> </ul>

The situation of the poor countries is a complex one. Read the following explanation to understand the debt problem of the newly industrialized poor countries (which have the largest debts in the developing world).

Poor countries quite often don't have the means to help themselves. When the western banks had a surplus of money, due to oil-rich countries' deposits, they were able to lend a great deal of money. Poor countries needed money to improve their industrial and agricultural sectors, and took out loans to help economic growth.

Many of the poor countries invested in oil production with the hope of selling oil at high prices. They went from riches to rags when the price of oil went down and stayed down in the early 1980s.

Other countries invested loan money in industrial production in the hope of selling goods to other countries to help improve their economies. A world recession or decline (reversal) in economic growth hit, and people didn't buy as much as they used to. In order to protect what sales there were, nations restricted imports in order to help sales of national products. This caused problems for poor countries, which relied on exports for their own economic stability.

In these two examples the economic change might have occurred, but there was no improvement in economic growth. These countries were not in a position to repay the loans and the interest.



1. What was one major thing these poor countries were left with that did grow?

Understanding the need for greater interdependence and the difficulty in getting the cooperation among countries to get greater interdependence is difficult. If we could examine the issue of guns in our society, it might shed some light on the difficulties of chemical weapons solutions.

If a group of people becomes alarmed at the number of gun-related deaths in our country, province, or city, they may feel that guns are undesirable and action needs to be taken. Other people might say, "But what about the criminals who can always find a way to get a gun?"

2. Can you identify alternative positions that fall in between the two extreme positions of abolishing guns and permitting everyone to have guns? Identify as many positions as you can on the continuum below.

No Guns

Guns for Everyone



Check your answers by turning to the Appendix, Section 2: Extra Help.

### Enrichment

One issue that has affected Canada is: Should Canada stop testing chemical weapons?

Suffield, outside of Medicine Hat in southern Alberta, is the home of research and development of new chemicals, as well as training programs designed to protect Canadian troops from chemical weapons.

Canada has developed a kit to verify chemical weapons use, which means we must have produced the chemicals in order to develop the kit. It also means that in developing antidotes and protective gear in order to protect our troops, human volunteers and animals must have been used.



1. Do you think this is right? Explain.

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2. Do you think our government would be consistent if it stated that it supports the ban on chemical weapons, yet continued to research, develop, and test chemical weapons for defensive purposes until the ban can be ensured? Explain.

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3. Do you think that Canada was part of the solution to the chemical weapons problem when it invited Soviet experts to tour our facilities at Suffield on January 25, 1989 to prove our base is involved in defensive research only? Explain.

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4. Do you think that the agreement to ban chemical weapons should allow for nations to keep 1000 kg of chemicals for defensive use in case the agreement is broken, or in case another country that has not signed the agreement decides to use them? Explain.

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Check your answers by turning to the Appendix, Section 2: Enrichment.



## Conclusion

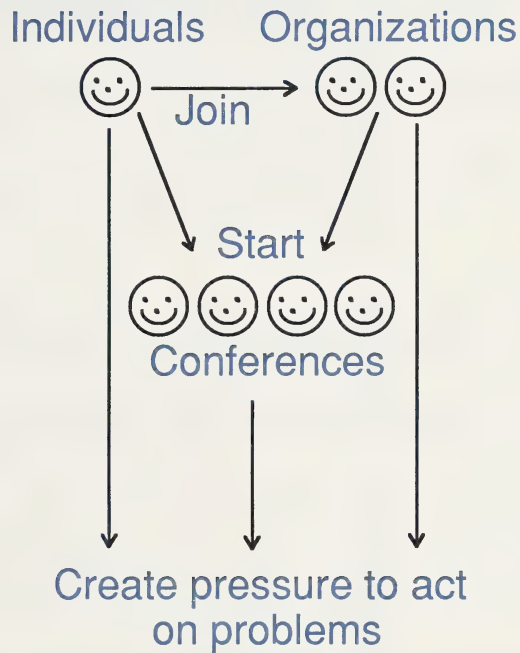
The world problems of international debt, chemical weapons, and international terrorism do not threaten the whole world to the same extent nuclear arms do. But they are problems that have the potential to break down international links, because trust is being chipped away. Each problem is not a crisis in the same way for all countries. This is a problem because not all nations are committed to international cooperation. Therefore, some countries want different types and levels of interdependence. Hopefully not all these problems will lead to a crisis because cool heads and time are employed to eliminate these problems.

Assignment  
Booklet

### ASSIGNMENT

Turn to your Assignment Booklet and do the assignment(s) for this section.

# Our Role in Assuring a Desirable Future



**A**ssuring ourselves of a desirable future means that appropriate attitudes and actions are consistent, and produce as many positive consequences as possible. This section identifies times when there has been this consistency of attitudes and actions, as well as times of inconsistency. There are also examples of positive and negative consequences.

**I**n Section 2 of this module you identified the need for more internationalism and interdependence among nations. This was needed to attempt to resolve some very critical global issues. It is important to focus on some fundamental or basic aspects of achieving goals. As actors on the stage for the future of humanity, we are unique among all species in the world. We can write and direct our acting. How important are individuals, organizations, and conferences in addressing concerns and problems on the international stage? This is where individuals must give authorities the idea that something more or different is needed.

**Y**ou will notice that long-term threats to our future require emphasizing our role as individuals and organizations. The objective of this section is to identify the background to important international issues and methods of addressing these problems and concerns, along with present and possible outcomes.

**Y**ou will use your understanding of this section to make a decision on an important issue that needs resolving if we are to have a desirable future.

*Movement: an organized effort to promote and achieve goals*

*Fundamental cause: a cause that has deep roots in the past*

*Immediate cause: a cause that directly leads to action*



## Activity 1: Peace Movements

It is time to consider yourself as an important actor on the world stage. View this section as a play about assuring a desirable future. At very least, individuals need to be a critical audience, and may need to be supporting actors, lead actors, or directors of this stage. Our future cannot afford to have you serve only as an audience. You cannot merely observe authorities direct and act out the play while you wait and hope to be able to applaud.

In the first activity of this section you will learn about the importance of individuals and organizations in addressing world concerns by reviewing the role and impact that was made on the first nuclear disarmament treaty (see Section 1, Activity 3 of this module). You will notice that individuals and organizations in the peace movement played a role as a **fundamental cause** of change and were also a part of the **immediate cause** of breakthrough in disarmament.

Why do we tolerate war and the constant threat of war? Part of our society tends to be excited by violence or gory movies or brutal spectator sports. In school and business, don't the aggressive prosper and get the praise?

1. How can it be dangerous to believe that life is a winner-take-all game and that only the aggressive win?

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Check your answers by turning to the Appendix, Section 3: Activity 1.

These aggressive attitudes and actions have not always threatened our existence in the past. In fact, it was part of the reason why human groups have survived. The nuclear bomb caused a dramatic change in the lives of people. People's simple aggressive tendencies have not changed to deal with the complexities of our world. Therefore, humanity must drift toward an end that it, above all other species, has the power to avoid if it can change enough in time.

You have likely become aware of the danger of nuclear weapons. You may have witnessed film clips of the Hiroshima and Nagasaki blasts and their results, along with examples of what recent weapons can do as a result of nuclear testing. Millions witnessed the world teetering on the brink of nuclear war during the Cuban Missile Crisis in the 1960s.



*Coalition: a combination of people of diverse interests, who join together for collective action*

*Vapourized: turned into gas*

People began to take action in many ways as a result of these experiences. Manufacturers of bomb shelters were kept very busy, but not all people were prepared to act on this symptom of the problem as others did. Some joined groups like the Canadian **Coalition** for Peace Through Strength. These people believed that being strong militarily would stop others from starting a war. Governments, even if they didn't believe this to be the road to peace, had to build up military forces because others were building up forces. This might stop another Hitler taking advantage of nations that are poorly prepared for war. But these attitudes and behaviors would not stop a world war from happening again because many countries are as prepared, if not more prepared, than Europe was before 1914. After all, preparing for war has often meant inviting war.

Notice how the following examples of action differ from the two examples that have just been discussed. Today's peace movement is a far cry from the "ban the bombers" of the 1950s and the "peaceniks" of the 1960s.

Group	Background/Motive	Action
The Society of Friends (Quakers)	If everyone refused to fight, there would be peace. It is wrong to pay taxes that are spent on arms.	The Peace Tax Fund would redirect taxpayers' money, now allotted for arms, to peace programs.
Members of the International Shadow Project	Create awareness of nuclear danger.	On the fortieth anniversary of dropping the atomic bomb on Japan, a dramatic protest took place. In 310 cities in twenty countries white shadows were painted on streets and sidewalks to represent 10 000 people who left marks on the ground when they were <b>vapourized</b> by the atomic explosion.
Various concerned groups and individuals	Marches for peace have been a way to demonstrate opposition to what is happening.	In April, all across Canada and especially in Vancouver, people demonstrate their desire for peace by marching.
A Peace Committee of sixty million people in the USSR	The Soviet Union lost twenty million people in World War II. A nuclear war would be worse.	The committee follows the Communist party direction.

Group	Background/Motive	Action
The Group to Establish Trust Between the U.S.A. and USSR	Moscow engineers, artists, mathematicians, and physicians see the enemy as nuclear weapons.	Communications were set up between people in the U.S.A. and USSR; a demonstration on Hiroshima Day was organized. The unauthorized group was harassed by authorities. The leader was put in a mental institution, while other members were beaten, threatened, and questioned.
Peace Movement in East Germany	The Lutheran church has been the rallying point for 10 000 members.	Members are sometimes arrested during unauthorized peace demonstration attempts. Links have been maintained with west European peace groups, but advertising their ideas is illegal.
Peace Movement in Yugoslavia		Four million people signed a petition calling for nuclear disarmament.
Voice of Women	This group believes that children learn through play.	It began in order to oppose war-toy production and sales. It promotes buying constructive toys that encourage cooperation.
International Physicians for the Prevention of Nuclear War	A Soviet doctor and an American doctor formed this high-profile group.	The \$225 000 Nobel Peace Prize was donated to international speaking tours to promote peace.
SAGE (Students Against Global Extermination), Montreal	Their goal is to help students organize peace groups and campaign for creating local nuclear free zones.	SAGE students crossed the country in 1986, helping organize and coordinate schools and their peace groups.
Operation Dismantle	Its hope is that local votes will lead to an international vote on disarmament.	Protests are organized during elections where a vote is also taken on the issue of becoming a nuclear-free zone. The Province of Manitoba and the countries of New Zealand and Iceland are nuclear-free zones.



2. Explain how the following differ:
- actions outlined in the chart
  - building bomb shelters
  - promoting military strength to deter an enemy attack

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3. Which groups had a more difficult time creating greater awareness than the other ones did?

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Check your answers by turning to the Appendix, Section 3: Activity 1.

You have perhaps heard the phrase, “knowledge is power,” or perhaps you understand that the French Revolution began “in the minds of men.” Instead of using fear to spread knowledge as terrorists do, the peace movement has spread awareness and knowledge primarily through nonviolent means. Individual peace activists, and peace and disarmament groups play a part in the fundamental causes of change rather than being only an immediate cause of change. As a fundamental cause of change, peace movements build support for disarmament and peace ideas over the long term. When other factors come together to create an immediate cause, the peace movement can be an additional factor encouraging negotiation, compromise, and agreement.



The leaders of the two superpowers experienced political problems that could be solved through disarmament. Millions of people were willing to support a leader who offered disarmament. This was part of the reason why we got the Intermediate Nuclear Forces Agreement. It was the first nuclear disarmament agreement in history. Hopefully there will be further disarmament agreements in the future.

4. Can individuals and the organizations they form play a part in causing change? Explain.

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Check your answers by turning to the Appendix, Section 3: Activity 1.

Nuclear catastrophe is a major threat. When there is no immediate crisis, it is easy to put it out of our minds. But because of the potential to extinguish life, you can't afford to wait for a crisis to bring the problem to your attention. It's when there is no threat that the pressure needs to be placed on authorities to achieve the progress needed to create an atmosphere of international cooperation. Individuals and organizations can play an important role in keeping pressure on so that our future is assured.

### Activity 2: Human Rights Movements

Human beings have characteristics that set them apart from other animals. As a member of the human family, you have human rights. You have these rights based on a moral and legal claim as a human. These rights are universal because as a human, your claim to them is equal to every other human's claim to them.

Some countries respect the human rights of their citizens, while others **infringe** upon them.

*Infringe: violate*





*Blemish: stain*

*Civil: related to citizenship*

## The League Table

No one has a perfect record on human rights. Sweden, Denmark, Finland and The Netherlands come within a whisker of being **blemish** free, but just miss.

Keeping score and looking after the human rights league table is the British magazine *The Economist*. It has judged 120 countries of the world against a standard of 40 political and civil rights; giving the result of each as a percentage.

A country with no measurable human rights abuses of any kind would score 100%; probably an impossible task. So, it's remarkable that the four countries mentioned above come within two percentage points of a perfect score.

Canada, with 96%, places seventh. We lose points for a number of reasons:

- Occasional abuses of wire tapping and mail censorship by the government.
- Wage inequality for women.
- Occasional abuses of freedom from unreasonable search by police in pursuit of drug dealers or "security" threats.
- Social inequality and discrimination against native people.
- Restrictions on the right to free legal aid.

The fact that we're working on most of these shortcomings is proof that we're indeed fortunate to live in a country

with such a deep respect for human rights. If you don't buy that, spare a thought for the Ethiopians.

That poor country ends up dead last on the list. Of the 40 rights used in the study, the government of Ethiopia honours only one — the right of inter-racial, inter-religious or civil marriages. Ethiopia is awarded 13% for its respect for human rights.

For 30 countries only partial surveys were made because data is hard to come by. Of these, Afghanistan, Albania, the Central African Republic, Iran, Laos, Kampuchea and North and South Yemen are described as having bad records on human rights.

From the remaining 90 countries here are the top good ones and bad ones:

THE GOOD	THE BAD
Sweden 98%	Ethiopia 13%
Denmark 98%	North Korea 17%
Finland 98%	Iraq 19%
The Netherlands 98%	Soviet Union 20%
Norway 97%	Rumania 20%
West Germany 97%	South Africa 22%
Austria 96%	Bulgaria 23%
Australia 96%	China 23%
New Zealand 96%	Libya 23%
Canada 96%	Cuba 24%
Belgium 96%	

<sup>1</sup>R/L Taylor Publishing Consultants Ltd. for the excerpt from *Canada and the World*, "Feature Report: Human Rights," March 1987. Reprinted by permission of R/L Taylor Publishing Consultants Ltd.



1. Based on the article, "The League Table," explain the main difference between the countries with good and bad human rights records.

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Check your answers by turning to the Appendix, Section 3: Activity 2.

As you can see, the amount of respect for human rights a country has determines the number and types of rights that are abused. Some different types of rights are

- fundamental rights that are basic to humans, such as the right to life
- political rights, which have to do with the political process, such as freedom of speech and freedom of association
- legal rights that are connected to the legal system, such as freedom from **arbitrary** arrest and right to be considered innocent until proven guilty

*Arbitrary: random*

As you read the article that follows,

- try to determine the different types of rights being abused
- identify those which you feel are particularly bad violations of human rights



*Renounce: to give up*

*Emigrate: leave a country*

*Assimilation: absorption*

### Violators: Roll of Dishonour

Some come close, but no country has a completely clean record on human rights; many nations don't even come close

Of the 170 fully independent nations in the world, 128 abuse human rights in one way or another. The abusers come from all parts of the political spectrum and from all regions of the world. What follows is only a partial sampling of the kind of human rights violations that have occurred over the past couple of years.

- Britain. Security forces in Northern Ireland have killed unarmed civilians suspected of Irish Republican Army ties.
- Bulgaria. Large numbers of ethnic Turks have been jailed or forcibly resettled in a campaign of enforced **assimilation** of the Turkish minority. All 900,000 Turks in the country

were required, sometimes at gunpoint, to **renounce** their Islamic names and adopt Bulgarian ones.

- China. Some Roman Catholic priests have been imprisoned since the 1950s and Tibetan Buddhists have been arrested for practising their religion.
- East Germany. More than 200 people are held in jail because they sought to **emigrate**.
- East Timor. In 1975, Indonesia invaded this former Portuguese colony and began mass executions of civilians and systematic torture of opponents.
- Ethiopia. The forced resettlement of people from famine-affected areas included imprisonment and

*Summary: prompt*

**summary** execution of those who resisted.

- Israel. The suppression of Palestinians has included the mistreatment and even murder of some prisoners.
- India. A crackdown on Sikh militants has included detention without charge or trial and reported killings of some terrorism suspects.
- Jamaica. Since 1979, 400 criminal suspects have been shot dead by police in unexplained circumstances.
- Liberia. Several hundred soldiers and civilians were summarily executed in the aftermath of a failed coup in 1985. Some of these executions were characterized by horrific brutality and dismemberment.
- Mauritania. As many as 100,000 people are kept as slaves.
- Nigeria. Convicted armed robbers are executed slowly by repeated firing squad volleys. They are first shot in the ankles, with subsequent volleys aimed higher at five-minute intervals until they are dead.
- Poland. There have been a number of unexplained deaths of political activists, particularly those connected with the banned Solidarity movement.
- Rumania. Several dozen people remain in jail for attempting to bring bibles into the country.
- South Africa. Between 1,800 and 4,000 black children under the age of 18 are in jail without charge or trial.
- South Korea. Non-violent critics of the government are tortured into signing confessions of trying to overthrow the government. At least ten political prisoners have been executed since 1975.
- Sri Lanka. Civilians are frequently killed or tortured by the army or terrorists in a civil war between Tamils and Sinhalese.
- Sudan. Under Islamic law, common punishment for convicted thieves is the amputation of hands and feet; others may receive a public flogging. One man who refused to renounce his attacks on Islamic law was hanged in public.
- Syria. A former president, five former cabinet ministers and a former ambassador are among 18 people who have been held in prison without charge since the 1970 coup that brought Hafez al-Assad to power.
- Thailand. As many as 40,000 children a year are sold. A lot of them end up as prostitutes, hired out to people from Europe and Japan on "sex tours."
- United States. Among the 67 people executed for murder since 1977 was Jerome Bowden, a 33-year-old retarded man with a mental age of 12. He was convicted of murder in 1976 and executed ten years later in a Georgia prison.
- Zimbabwe. Several hundred suspected political opponents of the government have been detained without charge or trial.<sup>1</sup>



<sup>1</sup> R/L Taylor Publishing Consultants Ltd. for the excerpt from *Canada and the World*, "Violators: Roll of dishonour," March 1987. Reprinted by permission of R/L Taylor Publishing Consultants Ltd.



2. a. Identify an example of fundamental rights abuse and the country associated with the violation.

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- b. Identify an example of political rights abuse.

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- c. Identify an example of legal rights abuse.

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3. Identify examples of rights violations that support the placement of countries at the bottom of the list.

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4. Identify the worst human rights abuses.

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Check your answers by turning to the Appendix, Section 3: Activity 2.



Our human rights are ours because we are humans. No one gave them to us. Each of us has an equal claim to them. No one should have the right to take our human rights away. Governments have the habit of losing sight of the individuals for whom they make decisions. Therefore, some governments do not protect our rights as well as they could. The main point here is that individuals and their organizations have an important role to act out on the world human-rights stage. If one person's rights are endangered, then all of us have human rights that are in danger of being taken away.

As you read the following article, you will see how governments are limited in their ability to protect human rights. You will also see how the human rights movement, Amnesty International, began with one person, and has had a great impact on eliminating or reducing abuse.

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### The Hope Givers

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These bones are displayed as a reminder of one of the worst examples of state terror in modern times. Between 1974 and '78 the Pol Pot government in Kampuchea killed half the country's six million people.

Clout: power

The idea that all human beings have rights is fairly new. And, it's only since World War II that individuals and groups have begun to speak for the victims of repression. Now, those voices are growing stronger and they are part of networks that reach into many countries.

In theory, governments should have a lot of **clout** in support of human rights. In practice, however, government action is limited by politics, ideologies and economics. For example:

- A six-week international conference on human rights in Ottawa in 1985 ended without one single accomplishment. The Soviet Union and its allies stuck to the notion that human rights are a "family" matter and no concern of outsiders. They argued that nuclear arms is the supreme human rights issue, but the West refused to discuss weapons.
- Trade can weaken a nation's stand on human rights. For example, Britain

and West Germany trade heavily with South Africa and so are reluctant to press for more human rights for South African blacks.

- Even the most liberal democracies are guilty of some human rights abuses. That fact limits their ability to attack violations in other countries because the offending nation can point out that the accuser doesn't have a clean slate. The Soviets can counter American criticism by talking about U.S. treatment of blacks and other minorities.
- Sometimes a democracy will send aid to a country with a poor human rights record. The Canadian International Development Agency (CIDA), for example, does this because, as one official says, "If we cut off aid to every country which has some human rights abuses, we would have no aid program left."<sup>1</sup>



5. Summarize the four political, ideological, and economic reasons why governments fail to support human rights.

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Check your answers by turning to the Appendix, Section 3: Activity 2.

<sup>1</sup>R/L Taylor Publishing Consultants Ltd. for the excerpt from *Canada and the World*, "Human Rights Organizations: The hope givers," March 1987. Reprinted by permission of R/L Taylor Publishing Consultants Ltd.

*Amnesty: pardon for an offence*



*Advocated: supported*



What you have noticed is that governments have a tough time forcing other governments to have respect for human rights. There is a huge difference that individuals and their organizations can make, as you will see in the example of **Amnesty International (AI)**.

In the following reading try to note the importance of one person in acting to solve a problem as well as the main purpose of AI.

For these and other reasons, governments are not the best agents for forcing human rights respect. However, a strong fight can be put up by people who see other people simply as humans, regardless of their politics, race, colour, religion or economic value. We find these kinds of people working as volunteers for non-government organizations. The best-known of such human rights organizations is Amnesty International (AI).

Amnesty International began in 1961, when one individual, British lawyer Peter Benenson, called for public support in a campaign to help political prisoners and their families. What began as a one-shot effort swelled into a

movement which is going strong more than 25 years later. Amnesty today has more than 500,000 members in over 150 countries. At any one time, its groups are working on behalf of between 4,000 and 5,000 "prisoners of conscience."

AI is independent of any government, political bloc, ideology, economic interest or religious creed. It focuses entirely on the plight of prisoners of conscience who are held because of their beliefs, colour, sex, race, language or religion. Each case is investigated carefully before Amnesty will seek the prisoner's release. To qualify, the victim *must neither have used nor advocated violence*.<sup>1</sup>

6. a. What is the main purpose of AI?

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<sup>1</sup> R/L Taylor Publishing Consultants Ltd. for the excerpt from *Canada and the World*, "Human Rights Organizations: The hope givers", March 1987. Reprinted by permission of R/L Taylor Publishing Consultants Ltd.

b. What are prisoners of conscience?

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c. Name four countries from the “Roll of Dishonour” that would be the focus of Amnesty International because there are in it prisoners of conscience.

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Check your answers by turning to the Appendix, Section 3: Activity 2.

Now read the article that follows and do the work that comes after it.





*Repressive regime: a ruler who, or system of governing which, will not tolerate open dissent*

*Confinement: to be kept in*

*Exile: to be kept separate from one's home*

Beyond this main purpose, AI works for fair and prompt trials for all political prisoners and on behalf of people detained without trial. It opposes the death penalty and torture "or other cruel, inhuman or degrading treatment or punishment of all prisoners without reservation."

Amnesty International works chiefly through the letter-writing network of its hundreds of thousands of members. AI advises people on how best to write appeals. This means that, when a prisoner is adopted, people write letters and send telegrams of support to the victim and flood the mail with appeals to the government holding him or her.

While Amnesty claims no credit for the early release of prisoners, it certainly deserves some. Since 1961, AI has taken up more than 30,000 cases of known or possible prisoners of conscience. Of these, 25,229 are now closed. Though many prisoners served out their sentences and others were freed in general amnesties, many more were released ahead of schedule.

The organization has also given hope to thousands of prisoners cut off from families and friends. A typical letter to Amnesty International came from Maria Cecilia Duffau Echevarren,

Arrested for "subversive association" in Uruguay in 1982, she wrote after her release in 1985: "...I want to tell you how important it was for me to know that...across the seas there were people who I did not know, but who fought on my behalf and were near to me. When I read the letters that you sent me...my heart bursts with emotion...borders are absurd, languages are surmountable,

distances can be overcome, because the heart is big, and people like you keep the hope of a new dawn alight."

Amnesty International is, of course, not the only private group fighting for human rights. The power of the printed word makes writers a major target of **repressive regimes**. This has given rise to International PEN, which battles for journalists and authors.

In the last 25 years, International PEN centres around the world have been "adopting" writers in prison. Currently, PEN reports that 344 of them are known to be jailed by authorities in many countries. Of these, 61 writers are held without trial; 88 are under investigation; 147 are serving prison sentences; 26 have been kidnapped; 12 are held by force in psychiatric confinement; and 15 are in internal exile, banned or under house arrest.

Typical of the writers whom International PEN is trying to help is Martha Kumsa. She is an Ethiopian journalist who has been detained in Addis Ababa without charge or trial for six years.

Like Amnesty, PEN protests human rights violations, often successfully, through publicity campaigns and letter writing.

Amnesty, PEN and other groups which monitor human rights abuses around the world form an effective network of volunteers. They do get some prisoners released. They do put the light of publicity on the dark business of torture. And, they do give hope to people who would otherwise live without hope.<sup>1</sup>

<sup>1</sup>R/L Taylor Publishing Consultants Ltd. for the excerpt from *Canada and the World*, "Human Rights Organizations: The hope givers," March 1987. Reprinted by permission of R/L Taylor Publishing Consultants Ltd.



7. a. Identify four countries listed in the article “Roll of Dishonour” that AI would focus on for delayed trials.

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- b. Identify ten countries listed in the article “Roll of Dishonour” that AI would focus on for the death penalty and the cruel, inhumane, or degrading treatment or punishment of prisoners.

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8. Identify the effects – on governments and victims – of receiving letters from foreigners which criticize governments and support victims.

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Check your answers by turning to the Appendix, Section 3: Activity 2.

In conclusion, a concerned individual’s actions in beginning a movement or acting with a movement has an impact. The individual can make a huge difference in helping other individuals, thereby reducing other global problems as well.

## Activity 3: Ecological Movements and Decision Making

Another major global problem that affects our ability to plan for a positive human future is that of the various environmental issues. These have the potential to harm the existence of life itself; yet these problems don't seem to us to be as urgent. They have developed slowly and are not affecting many people very directly today. The danger to us, however, is the same as allowing the nuclear arms race to continue because environmental problems, like a nuclear war, know no international boundaries. Our future is threatened by the destruction of the environment. Whether people wait until there is a crisis to act, or act today, will determine how much damage is done and how great the threat is to the world and its future.

Our attitudes have contributed to reckless actions in the past that affect the environment today. You will next learn about the history of environmental recklessness and what it means for people today. The following reading identifies reasons for and examples of environmentalism.

*Environmentalism: a concern for the welfare of the environment*



*Pesticides: chemicals used to destroy insects or weeds*

*Spendthrift: wasteful*

*Habitat: the native environment of a living thing (plant or animal)*

### Our Ancient Blindness

Slowly we have come to realize that the world is a closed ecosystem; an environmental attack in one part of the globe may cause damage thousands of kilometres away. For example, pesticides sprayed in Africa and Asia can turn up in the tissue of animals in the polar regions.

We humans have an amazing capacity for destroying the environment that gives us life. The attack on our planet is not new; we've been on the offensive, and the environment on the defensive, for thousands of years.

The fossil record tells us that our ancestors were excellent hunters but lousy conservationists. As Stone Age people spread across Europe and N. America, some animal species were wiped out, among them mammoths, sabre-tooth tigers, ground sloths and cave bears. Other species disappeared from some **habitats**; elephants, lions and rhinoceroses used to roam Europe. This short-sighted overkill has continued right through history, and it exactly sums up our attitude toward the world in which we live.

If our ancestors killed all the mammoths in the district, it didn't matter much. Nature was bountiful and they could always eat bear steaks instead.

That's typical of our approach to the environment. When we've destroyed one resource, we move on and exploit another. This has led us to develop a **spendthrift** attitude toward our resources.

Back in the fog of pre-history, people could be excused for their extravagant wastefulness; they couldn't possibly understand there were limits to their environment. Today, we know there are limits and we have a pretty good idea where they are. Yet, we continue to behave as though the limits didn't exist.

Why else would we:

- destroy more than 100,000 km<sup>2</sup> of forest a year, from which we get life-sustaining oxygen;
- overcrop and poison our farmlands, allowing soil to blow and wash away so quickly that it may all be gone in 150 years;

- release known poisons into the environment and watch the cancer rate rise by a steady two per cent a year while the World Health Organization tells us that 75 to 80% of cancers are environmentally caused;
- turn an area the size of China into a desert;
- produce gases that destroy the earth's ozone layer, which protects us from the sun's deadly ultraviolet radiation;
- kill off at least 120 species of mammals and 150 species of birds;
- hunt whales to the edge of extinction and then ignore a ban on further hunting?<sup>1</sup>



1. Summarize six environmental issues that have resulted from our extravagant wastefulness.

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<sup>1</sup> R/L Taylor Publishing Consultants Ltd. for the excerpt from *Canada and the World*, "The Environment: Our ancient blindness," January 1985. Reprinted by permission of R/L Taylor Publishing Consultants Ltd.



## How Are We a Part of the Problem?



The answer is that individually we have little or no effect on the environment. You don't personally cut down trees, kill whales or pollute the environment.

However, you, and thousands of others, are reading this magazine. On the surface, that's an activity that puts no strain on the environment. But, before you got the magazine a lot of things happened which might have put a strain on the environment.

Somewhere, somebody cut down trees from which the paper was made. Somewhere else, chemicals were formulated to make the printing ink. The printing press was driven by electricity generated in a nuclear power plant. The finished magazines were shipped out on trucks burning hydrocarbon fuels. Multiply these activities by the 1,300 or so magazines, 1,200 weekly newspapers and 116 daily newspapers published in Canada. Now,

it's possible to see the potential for damage to the environment from something as apparently harmless as reading a magazine.

And, so it is with most other things we do. In themselves, they seem to cause no trouble for our planet. But, there are about 4 1/2 billion people living in the world [at the time of this article; today it is over 5 billion] and together we put an enormous strain on the environment.

Until the 1960s, very little attention was paid to the environment. We all still had the attitude inherited from our ancestors – resources were limitless and everything was made to be thrown away.

Then, it began to dawn on us that we live in a closed system. That resources can, and will, run out. That the environment cannot absorb and render harmless all the poisons we toss into it.<sup>1</sup>

2. Write a concluding statement as to whether there is a global crisis due to growing population and economic growth exceeding the ability of our planet to deal with the strain put on the environment.

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Check your answers by turning to the Appendix, Section 3: Activity 3.

<sup>1</sup> R/L Taylor Publishing Consultants Ltd. for the excerpt from *Canada and the World*, "The Environment: Our ancient blindness," January 1985. Reprinted by permission of R/L Taylor Publishing Consultants Ltd.

## How Does Increased Awareness Help Solve Problems?



Do we face a future like this?



*Ecology: the science having to do with the relationship between organisms and their environment*

How we dealt with asbestos is the classic example of our refusal to accept the obvious. By the early 1900s it was known that there was a link between exposure to asbestos fibres and a lung disease called asbestosis. The disease is a crippling and often fatal scarring of the lung tissue.

Even though we knew the danger, it wasn't until the early 1970s that exposure to asbestos was regulated by law. Nobody knows how many thousands of people suffered and died while industry and government ignored the evidence. It's been estimated that 200,000 Canadian asbestos workers will die of asbestos-related disease before the end of the century.

Government action on asbestos didn't come until after the environmental movement had been active for at least a decade. It was in the early 1970s that departments of the environment were

set up by many Western governments. Laws were passed to control the amounts of pollutants that could be released. Research was carried out to find out what damage had been caused and how much more the environment could take. People began to think about ecology and most industries did begin to try to work in low- or non-polluting ways.

(Incidentally, pollution is far worse in Communist nations than in Western ones. This explodes the myth that pollution is caused solely by capitalist greed.)

Our awareness of the environment and its fragility has increased greatly. While we have stepped back from the brink of ecological disaster, many experts believe we haven't stepped back nearly far enough to be safe. They say it's not enough to manage and protect the environment; what's needed is a complete change of attitude.<sup>1</sup>

<sup>1</sup> R/L Taylor Publishing Consultants Ltd. for the excerpt from *Canada and the World*, "The Environment: Our ancient blindness," January 1985. Reprinted by permission of R/L Taylor Publishing Consultants Ltd.

What you have noticed is that humanitarian concerns arise if economic activities cause harm to people. Humanitarianism took a long time to have an effect on laws and actions. The delay in recognizing the need to eliminate harmful effects on humans caused the potential effects to grow. The actions taken would have been resisted by industries which had profits cut until the industries also understood how harming people and the environment harmed business goals.

### Is Environmentalism the Answer?



*We must learn to live in harmony with the environment.*

That means taking to heart the four laws of ecology. These were set down a few years ago by Paul Ehrlich, the noted American biologist and writer.

- Everything is connected to everything else.
- Everything must go somewhere.
- Nature knows best.
- There is no such thing as a free lunch.<sup>1</sup>



3. How does being aware of these four laws affect the strain that population and economic growth are causing the environment?

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Check your answers by turning to the Appendix, Section 3: Activity 3.

As mentioned previously, environmental problems are not a crisis for most of us. These problems don't affect most of us in a direct way and we don't see ourselves as part of the problem.

There is a problem though if we don't recognize that there is a point where we may be greatly affected in the future and that it might be too late by then to avoid harm.

The next reading introduces you to specific environmental problems, the background causes of the problems, and actions that can help solve these problems. Try to determine whether you are a part of the cause of these problems and whether you will be affected greatly by them.

<sup>1</sup> R/L Taylor Publishing Consultants Ltd. for the excerpt from *Canada and the World*, "The Environment: Our ancient blindness," January 1985. Reprinted by permission of R/L Taylor Publishing Consultants Ltd.





*Threshold: the point at which a cause is of sufficient intensity to produce an effect*



## It's Not Nice to Fool with Mother Nature

*Chemicals, fossil fuels and population growth are stretching Earth's natural systems past their limits*

Until recently, we humans thought of nature as something to be tamed for our pleasure and profit. Now, we are finding that it doesn't do to insult nature; that there are limits to the abuse it will take.

That was the message in the Worldwatch Institute's "State of the

World" report for 1987. The Washington-based research group says that humans are overusing the air, water, land, forests and other systems that support life on Earth. We are pushing these systems past safe "thresholds" and causing permanent change and damage.<sup>1</sup>

4. What is the general cause of pushing environmental systems past safe thresholds and causing permanent change and damage today?

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Check your answers by turning to the Appendix, Section 3: Activity 3.

Now read the following three excerpts and complete the charts that come after.

<sup>1</sup>R/L Taylor Publishing Consultants Ltd. for the excerpt from *Canada and the World*, "Environment: It's not nice to fool with Mother Nature", May 1987. Reprinted by permission of R/L Taylor Publishing Consultants Ltd.





*Stratosphere: an upper part of the earth's atmosphere, about eleven km above the earth's surface*

## Ozone Depletion

The ozone layer is an example. Ozone is gas composed of oxygen atoms which floats in the **stratosphere**. It shields us from the sun's harmful ultraviolet rays. The ozone layer is thinning because industries are producing chlorofluorocarbons (CFCs) for use in refrigerators, air conditioners and spray cans. When CFCs rise to the top of the ozone layer, ultraviolet rays break them apart. The chlorine in them starts combining with some of the oxygen atoms in ozone, "eating up" the ozone.

As ultraviolet rays penetrate the atmosphere, they cause more skin cancer (an 8% to 16% increase among Canadians since 1950). Other effects are more eye cataracts in humans and animals and increases in skin diseases such as herpes. The immune system, our defence against disease, may also be threatened.

Scientists first warned of the dangers in the 1970s, and Canada and the U.S. responded by banning the use of CFCs in aerosol cans. The other uses for CFCs have continued, however, with current world production at about 760,000 tonnes a year.

In March 1985, 40 nations were invited to Vienna by the United Nations

Environment Program (UNEP) to discuss protection of the ozone layer. An agreement was signed by 28 of them, but has since been ratified (confirmed) by only eight (Canada was the first to ratify).

Other meetings followed to sort out the details of control, but a division of opinion quickly surfaced. The United States and the Scandinavian nations pushed for elimination of CFCs and their replacement with safer chemicals. The European Community (EC) and Japan agreed only to limit CFC production to its present level. Canada has kept the talks going by suggesting compromises which would avoid a total ban.

Our efforts may be paying off. All three major power blocs (the United States, the EC and the Soviet Union) now agree on the need to freeze, then reduce, world production of the chemicals. A Canadian official, Alex Chisholm, says a detailed treaty may be signed as early as September.

The threat to the ozone layer still remains because of present amounts of CFCs in the stratosphere and because new, untried chemicals won't be available for about six years.<sup>1</sup>

Turn to the retrieval chart that follows the readings on the three problems and make your notes.

<sup>1</sup>R/L Taylor Publishing Consultants Ltd. for the excerpt from *Canada and the World*, "Environment: It's not nice to fool with Mother Nature," May 1987. Reprinted by permission of R/L Taylor Publishing Consultants Ltd.



## The Greenhouse Effect

The CFCs also greatly magnify the “greenhouse” effect. Scientists have warned us of this effect for years, and there are signs that it is already being felt. The extensive burning of fossil fuels (wood, coal, oil, gas) produces an envelope of carbon dioxide in the atmosphere. This acts like the roof of a greenhouse, letting light in, but not letting heat escape.

Result: global changes in climate. Shifts in wind and rainfall patterns and rising temperatures will produce floods and droughts in new places. Melting

icecaps will raise ocean levels, affecting coastal cities. Drought, even now severe in parts of Canada’s Prairies, may turn wheat fields into deserts. And CFCs are villains here too. Though only a tiny fraction of carbon dioxides, CFCs account for about one quarter of the combined greenhouse effect.

We’re crossing another threshold by destroying the Earth’s forests. The cutting and burning of forests is now going on at a faster rate than ever before. Most of it taking place in Third World countries close to the equator.<sup>1</sup>

Turn to the retrieval chart that follows the readings on the three problems and make your notes.

## Deforestation



The tropical forests of South America and Africa are disappearing largely because of the pressures of population growth. Land is needed for housing, agriculture and ranching. Beef is needed to satisfy the immense appetite for hamburgers in developed countries. Wood is needed for fuel. So, chainsaws and bulldozers are logging the tropical rain forests at the rate of 15 hectares (35 acres) per minute.

This is having two effects. First, because jungles are incredibly rich in living organisms, we are destroying thousands of species, most of them still unknown to science. There are from three million to 30 million forms of life in the tropics. Only about 500,000 of

them have even been named. Because 25% of drugs are based on tropical plants, this means that the chance to discover future medicines (as well as foods and industrial products) is being lost forever.

Second, forests are called “the lungs of the world” because they breathe in carbon dioxide and release life-giving oxygen. When they are burned or cut down, the cycle is reversed. Two billion more tonnes of carbon a year are being added to pollute the air, raising world temperatures and disrupting the climate. When a rain forest is gone, it will take centuries to regrow. The forest floor, once bared to the sun, bakes concrete-hard, and its life may never be renewed.<sup>2</sup>

<sup>1,2</sup>R/L Taylor Publishing Consultants Ltd. for the excerpt from *Canada and the World*, “Environment: It’s not nice to fool with Mother Nature,” May 1987. Reprinted by permission of R/L Taylor Publishing Consultants Ltd.



5. Based on the three excerpts that you read, collect and organize data on three environmental problems by filling in the following charts.

a. **The Ozone Layer:**

Causes of Ozone Depletion	How Causes Result in Ozone Depletion	Results of Ozone Depletion	1. Attempts at Reducing Ozone Depletion 2. Results of These Attempts
			1. _____ _____ _____ 2. _____ _____ _____ 1. _____ _____ _____ 2. _____ _____ _____ 1. _____ _____ _____ 2. _____ _____ _____

b. The Greenhouse Effect:

Causes of Greenhouse Effect	How Causes Result in Greenhouse Effect	Results of Greenhouse Effect	1. Proposals for Ways of Reducing the Greenhouse Effect
			2. Effects of These Proposals
			1. _____ _____ _____ _____ _____
			2. _____ _____ _____ _____ _____ _____ _____
			1. _____ _____ _____ _____ _____
			2. _____ _____ _____ _____ _____ _____ _____



c. Deforestation:

Causes of Deforestation	How Causes Result in Deforestation	Results of Deforestation	1. Proposals for Ways of Reducing Deforestation 2. Effects of These Proposals
			1. _____ _____ _____ _____ _____ 2. _____ _____ _____ _____ _____ 1. _____ _____ _____ _____ _____ 2. _____ _____ _____ _____ _____ _____

6. Can you identify groups of people who would be in favour of proposed actions and the groups who would be opposed to the proposed actions?

In Favour	Opposed

Check your answers by turning to the Appendix, Section 3: Activity 3.



**Solutions for Individuals**

We can do something. We can avoid products containing CFCs as much as possible and insist that all such products be labelled. We can tell manufacturers that we want refrigerators and air conditioners that do not threaten the ozone. We can demand energy-saving appliances to reduce the use of fossil fuels. We can buy meat produced on existing ranches not on pastures created

by destroying forests. We can make sure that imported hardwoods come from established tree farms, not from newly cut rain forests.

In the end, though, the nations of the world must agree that all life forms are precious. We are all linked in a single chain, and human trespass on the systems that support life must stop before it is too late.<sup>1</sup>

<sup>1</sup>R/L Taylor Publishing Consultants Ltd. for the excerpt from *Canada and the World*, "Environment: It's not nice to fool with Mother Nature," May 1987. Reprinted by permission of R/L Taylor Publishing Consultants Ltd.



7. Propose three results of forming an organization or joining an organization to help solve problems of the environment.

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Check your answers by turning to the Appendix, Section 3: Activity 3.

### A Decision-Making Model of Inquiry

By now it should be clear that environmental problems are a concern for individuals, nations, and the earth. It is also clear that there are a number of issues that must be addressed before solutions to these problems can be found. In this activity you will use a series of steps to resolve an issue dealing with environmental problems.

These are the steps in the decision-making model that you will use to resolve the issue:

**Step 1:** Identify an issue.

**Step 2:** Identify possible alternatives.

**Step 3:** Devise a plan for research.

**Step 4:** Gather, organize, and interpret information.

**Step 5:** Evaluate the alternatives.

**Step 6:** Make a decision, and plan or take action if feasible and desirable.

**Step 7:** Evaluate the action plan and decision-making process.

#### Step 1: Identify an Issue

As you have worked through the activities in this section, you have learned about some problems which are issues in the world today. Issues have a number of alternative positions or answers that are based on important attitudes people have. The issue of ozone depletion raises the question, "Should the production and use of CFCs be eliminated?" The issue of the "greenhouse" effect raises the question, "Should action be taken to reduce burning of fossil fuels and forests?" Finally, the issue of **deforestation** leads one to ask, "Should rain forests be preserved?" There are many other ways of stating these issues in more specific or more general terms. The issue on which you are being encouraged to make a decision has been related to all three sections in this module and is a matter that you have probably considered in working with the other modules in this course.

*Deforestation: cutting down forests*

Here is the issue:

**Should individuals and organizations have a more active role in resolving international environmental problems?**

The next three questions are designed to help you practise Steps 1, 2, and 3 of the inquiry model.

For Step 1, you simply identify the specific issue to be resolved and explain the meaning of the important parts of the issue question.

8. Write down the issue to be resolved and briefly explain in your own words what the issue means to you.

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Check your answers by turning to the Appendix, Section 3: Activity 3.

**Step 2: Identify Possible Alternatives**

Alternatives are different ways to resolve the issue. One possible alternative is to say YES, individuals and organizations should do all they can to help solve international problems and suggest a specific role. Another alternative is to say NO, individuals and organizations should not take an active role and suggest other methods that would be possible.







9. Identify a number of possible alternative answers to the issue question and write them down. At this point, do not decide which alternative you prefer. Simply write down all possible alternatives. You may wish to use a line that runs between the two extreme or basic alternative positions to help you identify them, or you may wish to list them in the space provided.

Yes

No

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Check your answers by turning to the Appendix, Section 3: Activity 3.

### Step 3: Devise a Plan for Research

Your plan for research can be simple or complex. You might simply choose to use the data provided for you in this section, or you might want to get additional information from a variety of sources. For example, you might get more information from a library or write to institutions like Environment Canada for more information. You might even want to arrange for an interview with someone who is knowledgeable about environmental movements. This could include people from industry, universities, or government. Don't forget that you can do much of this kind of research with a telephone.



10. Decide on your plan for research and write it down.

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Check your answers by turning to the Appendix, Section 3: Activity 3.

The next step after clarifying and defining the problem and getting organized is to gather, organize, and interpret some additional information that should help you decide on the issue. This is the fourth step in the inquiry model.

For this step you already have a good deal of information on the problems and (from past sections) what people have done, how they have done it, and how effective their have been actions. It's a good idea to get as much information as possible when dealing with issues. In order to get more information, read the following material and answer the questions that come after it.

### Tragedy in the Amazon

Economic development of the Amazon has meant the use of violence and corruption to acquire land. Cattle ranchers have burned millions of acres of rain forests to pursue big profits, based on government financial help and beef-hungry fast food demand in North America. During the 1970s the ruling generals in Brazil, along with international banks, were responsible for cutting roads into forests for timber, mining, and hydro-electric projects.

Japanese investors have paid \$300 million and the Inter-American Development Bank has loaned \$77 million to finance two different roads. These kinds of developments have resulted in waves of land speculators, cattle ranchers, hired gunmen, and poor, slum-dwelling peasants burning forests to start small farms.

Rubber tappers, who were harvesting the wealth of the forests without destroying them, were in the way of road development. The bulldozers and chainsaw operators destroyed many rubber-tapping jobs because these people had no land titles.

Francisco Mendes helped organize the Rural Workers Union to protect interests of 70 000 rubber tappers who had become ecologists without even knowing the word.

The actions the rubber tappers used to stop loggers and ranchers from the fate of a neighbouring state, which was 21 per cent deforested, were mainly nonviolent. These actions meant sitting in front of bulldozers that were illegally clearing trees. In other cases a human chain blocked cutters from trees. Protesters have stood fast even when noisy chain saws were thrust near women's faces. These actions have brought increasing attention. Rubber tappers have received financial assistance. The Canadian Embassy in Brazil provided \$250 000 and a flatbed truck to help the union's efforts. The Ford Foundation has also contributed \$60 000 and the Inter-American Bank has suspended its road-paving loan until conservationist measures are taken.

The United Nations Environment Program honoured Mendes as one of the world's top five hundred ecologists. The Better World Society honoured him for his group's exploitation of the forest without destroying it. Both awards focused attention on deforestation in 1987.

The rain forest confrontation has not been without cost. Amnesty International estimates 250 killings a year, which means some 100 000 people, from farmhands to Brazilian congressmen, have died over land disputes. Five times Mendes survived attempts to kill him. He made enemies among Brazil's cattle ranchers and land speculators. New death threats caused the assignment of police protection which did not stop a gunman from killing him on December 22, 1988. The shock of his death felt like an environmental disaster to supporters. Brazil's president ordered an investigation, and the Environmental Defense Fund in Washington, D.C. announced the creation of a fund to carry on the work.

Francisco Mendes' death is not likely to kill his ideas. In fact, his death has focused more attention on the ecological tragedy in the Amazon and its consequences for the world.



11. Based on this reading, make a chart listing the individuals, organizations, and agencies that have supported conservation of rain forests along with the people and groups that have supported cutting the forests.

Supporters of Conserving Rain Forests	Supporters of Cutting Rain Forests

Check your answers by turning to the Appendix, Section 3: Activity 3.

The preceding reading focused on the reasons for, resistance to, and support for deforestation. As you read the material that follows, notice how compromise has started to solve problems.

**Using Third World Debt to Keep Rain Forests Green**

Aid by the industrialized nations of the North encourages rapid development of natural resources in order to earn money to pay interest on foreign debts. Poor countries like Brazil must balance creating 1.7 million new jobs developing resources with recognizing the Amazon’s value to the world environment. The view of Brazil’s leaders is that the industrialized nations have been the major cause of the acid rain, greenhouse effect, and **depletion** of the ozone layer, which is due to industrial development of the past.

*Depletion: rapid decrease*



It seems rather unfair that economic development at the cost of environment has gone on in the past to create wealth. Now that the North is developed and suffering environmentally, there is pressure for the South not to develop its resources as it sees fit so as to avoid adding to the problems.

Thirty-seven Amazon Indian tribes have confronted this development of resources in Brazil by resisting a hydroelectric dam that would flood over three thousand square kilometres of rain forest. At the same time, environmentalists are pursuing an idea proposed in 1984 by former World Wildlife Fund science director Thomas Lovejoy. He proposed a win-win solution for easing debt and reducing deforestation in the form of a debt-for-nature swap.

#### **How Debt-for-Nature Swaps Work**

- Campaigns in which concerned individuals each donate a dollar to preserve a foot of rain forest put money in the hands of the conservation groups.
- Banks that are owed money sell the debt at a deep discount to the conservationists, and the bank writes off the loss from taxes.
- Or, the central bank of the country in debt issues bonds equal to the debt, and conservationists buy them and use bond interest to finance environmental protection projects. This helps debt-ridden governments to resist selling or developing the forest. They can afford to create parks because some debt has been wiped out or put off.

#### **Where Debt-for-Nature Has Worked**

- In Bolivia 3.7 million acres were placed in a tropical forest buffer zone when Conservation International bought \$650 000 in foreign debt in 1987.
- In Ecuador, the World Wildlife Fund helped with \$10 million in swaps. The interest will help manage forest parks.
- Nature Conservancy, the World Wildlife Fund, and others retired \$11 million of Costa Rica's debt in return for protecting and adding to parkland.
- In the Philippines recently, the World Wildlife Fund swapped \$2 million for external debt.
- In March 1989 conservationists proposed a \$100 million debt swap while a New York Times newspaper editorial proposed an \$8 billion debt-for-nature swap.



13. Are there enough people who can effectively pressure governments to do what the environmental groups are unable to do? If not, what's needed?

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Check your answers by turning to the Appendix, Section 3: Activity 3.

You will be able to understand another step in solving environmental problems by examining the following material.

### Action on the Problems of the Environment

People are beginning to take a hand in working toward solving environmental problems. In 1989, Environment Week (June 4-10) drew attention to concerns like the ones discussed above. A "Live Aid"-style program for educational and entertainment purposes was aired June 3, 1989. *Our Common Future* featured Sting (the former singer from the group Police) who was campaigning in a world-wide crusade to save the Amazon rain forests. With Australian rockers Midnight Oil, French singer Mireille Mathieu, and Japanese new-age instrumentalists, as well as satellite performances from Japan, Australia, Moscow, Brazil, Paris, and the U.S., there was a potential to reach 75 percent of the TV sets in use – or about one billion people.

These efforts have helped set up The Rain Forest Foundation. The Foundation was established to preserve the rain forests and the Indians in the Xingu region of the Amazon in Brazil.

Concern for the environment prompted CBC and scientist David Suzuki to do a five-part radio series called *It's a Matter of Survival*. People who wish to participate in the solution to environmental problems could start by becoming more aware of the problems by listening to series such as this.







14. List the alternative positions available that could be used to answer the issue question: **Should individuals and organizations have a more active role in resolving international environmental problems?** Also write a short evaluation of each one that includes your judgment of positive and negative consequences. (You can refer to Exercise 9 of this activity to create your list of alternative positions on the issue.)

Alternative #1: \_\_\_\_\_

Evaluation: \_\_\_\_\_

Alternative #2: \_\_\_\_\_

Evaluation: \_\_\_\_\_

Alternative #3: \_\_\_\_\_

Evaluation: \_\_\_\_\_

Check your answers by turning to the Appendix, Section 3: Activity 3.

After choosing your alternative position, which has reduced negative effects, you are ready to defend your choice.

This is where you will need to use all the information gathered so far to explain your position on the issue. For now you should list all your arguments in point form. Later, in the final assignment, you will need to write a complete position paper on this issue. Your notes at this time will serve as a good organizer for your first draft.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines, typical of notebook paper. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

Social Studies 33

Once you are able to identify a position on an issue, you can complete the decision-making process. The remaining steps are as follows:

**Step 6:** Plan or take action if feasible or desirable.

**Step 7:** Evaluate the action plan and decision-making process.

### **Step 6: Plan or Take Action if Feasible or Desirable**

Now you have made a decision about the issue, “**Should individuals and organizations have a more active role in resolving international environmental problems?**” At this point you need to decide if you should do something about it. There are at least two things to consider before you decide.

- Do you actually feel strongly enough about this particular issue to want to do something? In other words, is it **desirable** to do something?
- Is there anything practical or realistic to be done by you? This is the **feasibility** of action.

Any action you might decide to take should be both desirable and feasible. **Remember, you do not have to take action.** This step simply requires that you decide whether you will or won't.

If you decide to act, you will need a plan of action. There are many things that can be done. Here are a few examples:

- Write a letter or phone your MP, MLA, or any government official
- Write a letter or phone an official of a company that you suspect is adding to environmental problems
- Write a letter to the editor of a newspaper or magazine
- Join or form a group that you think can take meaningful action.

Remember, discuss your plan for action with a responsible adult **BEFORE** you carry out your plan.







17. If you did take action, write down an evaluation of how well you thought it went. Did you get results? If you were to do this again, what would you do differently? (If you did not take any action, go to Question 18.)

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18. After thinking about how you went through all seven steps of this decision-making model, write down your comments about any or all steps. For example, were there additional alternatives that you should have explored?

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Check your answers by turning to the Appendix, Section 3: Activity 3.

## Follow-up Activities

If you had difficulties understanding the concepts in the activities, it is recommended that you do the Extra Help. If you have a clear understanding of the concepts, it is recommended that you do the Enrichment.

### Extra Help

Because environmental concerns seem to be so far away and are now mainly predictions of what will happen, and because not everyone foresees the same life-threatening future, attacking the problems now is very difficult. Environmental problems are not personal crises for us today, which often means that we do not take effective action now. This will make the problem more difficult to solve in the future.

Canada is a leader in the fight to protect the ozone layer. It is committed to eliminating 85 percent of CFCs by 1999, but is responsible for only 2 percent of world production. Refrigerators, freezers, and air conditioners account for forty percent of all CFC use. If safe substitute chemicals cannot be developed, how many people are going to give up their appliances? They would also have to give up foam rubber and plastics!

You may have a concern for the rain-forest depletion in the tropics, but the Alberta government is headed in the same direction by developing forest-cutting industries. This is occurring at a time when one-eighth of our productive forest area in Canada or (200 000 km<sup>2</sup>) has been devastated. This land is not capable of generating trees that can be sold for the next sixty to eighty years. Two thousand square kilometres of forest is cut down each year.

What the world faces is a complex set of problems; authorities are needed who have power to make decisions and take action in a comprehensive and appropriate way. Simple solutions, or actions that affect only the symptoms of the problem, will not be sufficient. The motivation for real environmental action must come from individuals who are acting in their own ways to eliminate problems and who are pressing for appropriate effective actions by others.

How individuals fit into the grand scheme of things is very often difficult to see. It is important to remember the significance of an individual since without individuals there wouldn't be the same grand scheme. As thinking, communicating beings, we can alter our environment to ensure survival. Everything that threatens our future can be changed if individuals desire to change it.

The role of peace and environmental movements and activists can be understood by comparing these two roles to the three elements in the following saying:

**Good luck occurs when preparation meets opportunity.**



1. What relationship can you see between the peace movement and preparation?

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2. What relationship does the peace movement have with opportunity?

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Check your answers by turning to the Appendix, Section 3: Extra Help.

People have a great deal to say about their good luck in the future. Good luck, in the form of survival, will be partly a matter of preparing to create, and take advantage of, the opportunities that lead to a desirable future. Do you wish our world to have all the good luck it deserves?

### Differences in Human Rights Guarantees

If you had difficulty understanding what the difference was between a good and bad human rights record, examine the following chart based on information from 1982-1986. Use the key that follows to interpret the chart.

## Rights and Freedoms

**Legend**

- A Rights and Freedoms Respected  
 B Some Violations  
 C Many Violations  
 D Continuous Violations

**RIGHTS**

- Travel in own country  
 Travel abroad  
 To assembly  
 Teaching ideas  
 To monitor rights  
 To ethnic language

**LEGAL RIGHTS**

- Nationality  
 Pre-trial innocence  
 Legal aid  
 Open trial  
 Prompt trial  
 Warranted police search  
 Personal property

**PERSONAL RIGHTS**

- Marriage: race/religion  
 Marriage: sex equality  
 Religion  
 Contraception  
 Homosexuality

**FREEDOM FROM**

- Slavery  
 Extra-judicial killing  
 Torture/coercion  
 Compulsory work  
 Capital punishment  
 Corporal punishment  
 Unlawful detention  
 Compulsory membership  
 Compulsory religion/ideology  
 Arts control  
 Political control  
 Mail/telephone taps

**FREEDOM FOR**

- Political opposition  
 Ballot box  
 Sex equality: political  
 Sex equality: social & economic  
 Ethnic equality  
 Newspapers  
 Book publishing  
 Radio/TV  
 Courts  
 Trade unions

	DENMARK	FINLAND	NETHERLANDS	SWEDEN	NORWAY	WEST GERMANY	AUSTRIA	BELGIUM	CANADA	NEW ZEALAND	CUBA	BULGARIA	CHINA	LIBYA	SOUTH AFRICA	RUMANIA	USSR	IRAQ	NORTH KOREA	ETHIOPIA
Travel in own country	A	A	A	A	A	A	A	A	A	A	A	D	D	D	D	D	D	D	D	D
Travel abroad	A	A	A	A	A	A	A	A	A	A	D	D	C	B	D	D	D	C	D	D
To assembly	A	A	A	A	A	A	A	A	A	A	D	D	D	D	D	D	D	D	D	D
Teaching ideas	A	A	A	A	A	A	A	A	A	A	D	D	D	D	D	D	D	D	D	C
To monitor rights	A	A	A	A	A	A	A	A	A	A	D	D	D	D	B	D	D	D	D	D
To ethnic language	A	A	A	A	A	A	A	A	A	A	A	D	B	B	B	C	B	B	A	D
Nationality	A	A	A	A	A	A	A	A	A	A	D	D	A	D	D	D	D	D	A	C
Pre-trial innocence	A	A	A	A	A	A	A	A	A	A	D	C	D	D	D	D	D	D	D	C
Legal aid	A	A	A	A	A	B	A	A	A	A	C	D	D	D	C	D	D	D	D	D
Open trial	A	A	A	A	A	A	A	A	A	A	D	D	D	D	D	D	D	D	D	D
Prompt trial	A	B	A	A	B	A	B	A	A	A	D	C	C	C	D	D	D	D	D	D
Warranted police search	A	A	A	A	A	A	A	A	A	A	C	C	D	C	D	D	D	C	D	D
Personal property	A	A	A	A	A	A	A	A	A	A	C	C	B	C	B	D	C	B	C	C
Marriage: race/religion	A	A	A	A	A	A	A	A	A	A	A	A	B	D	B	A	A	C	A	A
Marriage: sex equality	A	A	A	A	A	A	A	A	A	A	A	A	B	D	D	B	A	B	A	D
Religion	A	A	A	A	A	A	A	A	A	A	B	B	B	C	B	B	B	B	C	C
Contraception	A	A	A	A	A	A	A	A	A	A	A	A	A	B	A	D	A	B	B	A
Homosexuality	A	A	A	A	A	A	A	A	A	A	D	C	D	D	C	D	D	C	D	C
Slavery	A	A	A	A	A	A	A	A	A	A	C	C	C	A	D	C	D	C	C	D
Extra-judicial killing	A	A	A	A	A	A	A	A	A	A	D	D	D	D	D	B	C	D	D	D
Torture/coercion	A	A	A	A	A	A	A	A	A	A	D	C	C	D	D	D	D	D	D	D
Compulsory work	A	A	A	A	A	A	A	A	A	A	D	D	D	B	D	D	D	D	D	D
Capital punishment	A	A	A	A	A	A	B	A	A	A	D	D	D	D	D	D	D	D	D	D
Corporal punishment	A	A	A	A	A	A	A	A	A	A	B	A	C	C	C	B	B	C	D	C
Unlawful detention	A	A	A	A	A	A	A	A	A	A	D	D	D	D	D	D	D	D	D	D
Compulsory membership	A	A	A	A	A	A	A	A	A	A	B	C	B	C	A	C	B	B	B	C
Compulsory religion/ideology	A	A	A	A	B	A	A	A	A	A	D	D	D	D	C	A	D	D	C	D
Arts control	A	A	A	A	A	A	A	A	A	A	C	D	C	C	B	C	D	B	D	C
Political control	A	B	A	A	A	A	B	A	A	A	D	D	D	D	C	D	D	D	D	D
Mail/telephone taps	A	A	A	A	A	A	A	B	A	A	D	D	D	D	D	D	D	D	D	D
Political opposition	A	A	A	A	A	B	A	A	A	A	D	D	D	D	D	D	D	D	D	D
Ballot box	A	A	A	A	A	A	A	A	A	A	D	D	D	D	D	D	D	D	D	D
Sex equality: political	B	A	B	A	B	B	B	B	B	B	B	B	C	C	C	B	B	B	C	C
Sex equality: social & economic	B	B	B	B	B	B	B	B	B	B	B	B	B	C	C	B	B	B	B	C
Ethnic equality	A	A	B	B	B	B	A	A	B	B	B	D	B	B	D	C	B	D	A	D
Newspapers	A	A	A	A	A	A	A	A	A	A	D	D	D	D	C	D	D	D	D	D
Book publishing	A	A	A	A	A	A	A	A	A	A	D	D	D	D	B	D	D	D	D	D
Radio/TV	A	B	A	A	A	A	A	A	A	A	D	D	D	D	D	D	D	D	D	D
Courts	A	A	A	A	A	A	B	A	A	A	D	C	C	D	B	D	D	D	D	D
Trade unions	A	A	A	A	A	A	A	A	A	A	D	D	D	D	C	D	D	D	D	D





3. Which two of the five classifications of freedoms and rights are most respected by countries with both good and bad human rights records?

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Check your answers by turning to the Appendix, Section 3: Extra Help.

### Enrichment



Hidden within the following puzzle are twenty words that are related to human rights. They may be spelled forwards, backwards, up, down, or even diagonally. The letters not used give a command. Put these letters in the boxes provided, and then give your answer.


- |                                     |   |                                   |                                   |
|-------------------------------------|---|-----------------------------------|-----------------------------------|
| <input type="checkbox"/> Arrest     | <input type="checkbox"/> Discrimination | <input type="checkbox"/> Liberty  | <input type="checkbox"/> Sentence |
| <input type="checkbox"/> Assembly   | <input type="checkbox"/> Franchise      | <input type="checkbox"/> Prison   | <input type="checkbox"/> Speech   |
| <input type="checkbox"/> Censor     | <input type="checkbox"/> Freedom        | <input type="checkbox"/> Religion | <input type="checkbox"/> Suffrage |
| <input type="checkbox"/> Civil      | <input type="checkbox"/> Jail           | <input type="checkbox"/> Rights   | <input type="checkbox"/> Trial    |
| <input type="checkbox"/> Conscience | <input type="checkbox"/> Justice        | <input type="checkbox"/> Security | <input type="checkbox"/> Torture  |

D N A A S U F F R A G E N M  
 E I S T S T H G I R H E O S  
 O V S E C U R I T Y I E S T  
 S C E C I E N Y T R E B I L  
 H E M E R U T R O T T I R S  
 C C B J T I R E C S S E P N  
 E N L U T T M O D E E R F R  
 E E Y S L R Y I N R R E L E  
 P I E T A S I T N R J A I L  
 S C E I D F E A R A O M A I  
 N S I C N N T E L R T N A G  
 L N E E C X C I V I L I I I  
 L O E E S I H C N A R F O O  
 I C E N S O R N G O R K Y N

Answer: \_\_\_\_\_

Check your answers by turning to the Appendix, Section 3: Enrichment.

<sup>1</sup>R/L Taylor Publishing Consultants Ltd. for the excerpt from *Canada and the World*, "Word Search: Human Rights," March 1987. Reprinted by permission of R/L Taylor Publishing Consultants Ltd.

## Conclusion

In studying about the ongoing efforts by individuals and groups to assure a desirable future, you have gained an understanding of motives, methods, and consequences that have been a part of the recent past. Your understanding of these elements in relation to major events and actions on the international scene in the past will help you understand and judge the international scene today and in the future.

You may find that the problem-solving, decision-making and inquiry skills, along with the attitudes developed in this module, are needed for an activist role.

Increasing interdependence based on internationalism and humanitarianism, along with playing an important role as individuals and organizations in appropriate ways, is going to be necessary to achieve our desired future.

### ASSIGNMENT

There is no assignment for this section.

Assignment  
Booklet

## Module Summary

Module 8 concludes your Social Studies 33 course. In it you have examined the changing roles of the superpowers and the increasing interdependence of nations in today's world.

Issues of tremendous concern for our survival have been studied. However, being aware of these issues is only part of the battle. It is up to you – up to all of us – to take meaningful actions in order to solve the problems our world faces as we approach the twenty-first century.

A small icon of a book with the text "Assignment Booklet" written on it.

Assignment  
Booklet


### FINAL MODULE ASSIGNMENT

Turn to your Assignment Booklet and do the final assignment for this module.





# Appendix

	<b>Glossary</b>
	<b>Activities</b>
	<b>Extra Help</b>
	<b>Enrichment</b>



## Glossary

**Amnesty**

- pardon for an offense

**Appeasement**

- giving the aggressive party what it wants without guaranteeing an end to the conflict

**Arbitration**

- a situation in which a third party settles the dispute

**Arsenal**

- a storage of military arms or equipment

**Assimilation**

- absorption

**Ban**

- legal or formal prohibition of something

**Brinkmanship**

- policies and actions that take nations to the edge of war

**Chemical weapon**

- for example, poison gas

**Civil**

- related to citizenship

**Coalition**

- a combination of people of diverse interests who join together for collective action

**Coercion**

- cooperation brought about by force

**Commandos**

- military group

**Compromise**

- a situation in which each side agrees to give up something in order to end the conflict

**Confrontation**

- hostile or defiant resistance

**Consensus**

- general agreement

**Debt**

- money owed in return for a loan

**Debtor nation**

- country owing money

**Deforestation**

- cutting down forests

**Depletion**

- rapid decrease

**Deploy**

- set up in different places



<b>Détente</b>	<ul style="list-style-type: none"><li>• relaxation of tensions or strained relations between two sides</li></ul>
<b>Deterrence</b>	<ul style="list-style-type: none"><li>• a threat that limits or stops action by another</li></ul>
<b>Disarmament</b>	<ul style="list-style-type: none"><li>• the elimination or reduction of weapons</li></ul>
<b>Domino effect</b>	<ul style="list-style-type: none"><li>• the effect that results when an event begins a series of similar events</li></ul>
<b>Ecology</b>	<ul style="list-style-type: none"><li>• the science having to do with the relationship between organisms and their environments</li></ul>
<b>Emigrate</b>	<ul style="list-style-type: none"><li>• leave a country</li></ul>
<b>Environmentalism</b>	<ul style="list-style-type: none"><li>• a concern for the welfare of the environment</li></ul>
<b>Epidemic</b>	<ul style="list-style-type: none"><li>• rapid spread or increase</li></ul>
<b>Exile</b>	<ul style="list-style-type: none"><li>• to be kept separate from one's home</li></ul>
<b>Fanatical</b>	<ul style="list-style-type: none"><li>• with extreme enthusiasm</li></ul>
<b>First strike</b>	<ul style="list-style-type: none"><li>• first launching of weapons</li></ul>
<b>Fundamental cause</b>	<ul style="list-style-type: none"><li>• a cause that has deep roots in the past</li></ul>
<b>GDP (Gross domestic product)</b>	<ul style="list-style-type: none"><li>• total production of goods and services in the country</li></ul>
<b><i>Glasnost</i></b>	<ul style="list-style-type: none"><li>• the Soviet policy of openness</li></ul>
<b>GNP (Gross National Product)</b>	<ul style="list-style-type: none"><li>• the value of all goods and services produced by national businesses as well as foreign investment and loan returns</li></ul>
<b>Gross world product</b>	<ul style="list-style-type: none"><li>• total value of goods and services produced in the world</li></ul>
<b>Guerrillas</b>	<ul style="list-style-type: none"><li>• group which carries on irregular but perpetual war through harassing the enemy</li></ul>
<b>Habitat</b>	<ul style="list-style-type: none"><li>• the native environment of a living thing (plant or animal)</li></ul>
<b>Humanitarianism</b>	<ul style="list-style-type: none"><li>• having concern for the interests of human beings</li></ul>
<b>ICBM (Intercontinental ballistic missile)</b>	<ul style="list-style-type: none"><li>• heavy missiles with a long range (10 000 km)</li></ul>

<b>Ideology</b>	<ul style="list-style-type: none"><li>• system of ideas</li></ul>
<b>Immediate cause</b>	<ul style="list-style-type: none"><li>• a cause that directly leads to action</li></ul>
<b>Implement</b>	<ul style="list-style-type: none"><li>• put into practice</li></ul>
<b>Indiscriminate</b>	<ul style="list-style-type: none"><li>• random</li></ul>
<b>INF (intermediate nuclear forces)</b>	<ul style="list-style-type: none"><li>• medium-range missiles (500-5 500 km)</li></ul>
<b>Inflation</b>	<ul style="list-style-type: none"><li>• steadily increasing prices</li></ul>
<b>Interdependence</b>	<ul style="list-style-type: none"><li>• reliance on others</li></ul>
<b>Internationalism</b>	<ul style="list-style-type: none"><li>• concern for the interests of other nations</li></ul>
<b>MAD (mutually assured destruction)</b>	<ul style="list-style-type: none"><li>• a guarantee that an attack launched by one side will bring retaliation, resulting in the destruction of both sides</li></ul>
<b>Minority</b>	<ul style="list-style-type: none"><li>• the smaller part of a whole group that differs from the larger group in some characteristics and is often treated differently in certain respects</li></ul>
<b>Movement</b>	<ul style="list-style-type: none"><li>• an organized effort to promote and achieve goals</li></ul>
<b>NATO (North Atlantic Treaty Organization)</b>	<ul style="list-style-type: none"><li>• The western European defence alliance made up of the U.S.A., Belgium, Britain, Canada, France, Denmark, Germany, Greece, Iceland, Italy, Luxembourg, Norway, Portugal, Spain, and Turkey</li></ul>
<b>Neutron bomb</b>	<ul style="list-style-type: none"><li>• a bomb that explodes and sends off neutrons that pass through objects, leaving them intact, but killing people</li></ul>
<b>Nuclear holocaust</b>	<ul style="list-style-type: none"><li>• complete nuclear destruction</li></ul>
<b>Peaceful coexistence</b>	<ul style="list-style-type: none"><li>• getting along with others peacefully</li></ul>
<b>Per capita</b>	<ul style="list-style-type: none"><li>• per person</li></ul>
<b>Perestroika</b>	<ul style="list-style-type: none"><li>• economic restructuring in the Soviet Union</li></ul>
<b>Protocol</b>	<ul style="list-style-type: none"><li>• the standards set by an agreement or code, intended to be strictly followed</li></ul>

<b>Reform</b>	<ul style="list-style-type: none"><li>• change</li></ul>
<b>Repressive regime</b>	<ul style="list-style-type: none"><li>• a ruler who, or system of government which, will not tolerate open dissent</li></ul>
<b>SALT</b>	<ul style="list-style-type: none"><li>• Strategic Arms Limitations Talks</li></ul>
<b>Separatist group</b>	<ul style="list-style-type: none"><li>• a group working for the independence of a nation or area</li></ul>
<b>Strategic arms</b>	<ul style="list-style-type: none"><li>• ICBMs, or long-range missiles</li></ul>
<b>Subsidy</b>	<ul style="list-style-type: none"><li>• money given to help reduce the cost of something</li></ul>
<b>Summit meeting</b>	<ul style="list-style-type: none"><li>• a conference of highest-level officials</li></ul>
<b>Toleration</b>	<ul style="list-style-type: none"><li>• a situation in which, though there is no formal agreement, conflict is avoided by agreeing to disagree</li></ul>
<b>Trade deficit</b>	<ul style="list-style-type: none"><li>• the result of having a greater value of trade imports (and therefore money going to foreigners) than trade exports (and therefore money coming in from foreigners)</li></ul>
<b>Trade surplus</b>	<ul style="list-style-type: none"><li>• the result of having a greater value of trade exports (and therefore money coming in from foreigners) than trade imports (and therefore money going out to foreigners)</li></ul>
<b>Tranship</b>	<ul style="list-style-type: none"><li>• change from one ship to another for further transportation</li></ul>
<b>Treaty</b>	<ul style="list-style-type: none"><li>• a formal agreement between countries</li></ul>
<b>Truce</b>	<ul style="list-style-type: none"><li>• a decision by two parties to stop the conflict so that negotiations can take place</li></ul>
<b>War Measures Act</b>	<ul style="list-style-type: none"><li>• a law that allows the government of Canada sweeping power during a time of serious threat to national security</li></ul>
<b>Warsaw Pact</b>	<ul style="list-style-type: none"><li>• The eastern European defence alliance made up of the USSR, Bulgaria, Czechoslovakia, Hungary, Poland, and Romania</li></ul>

## Suggested Answers

### Section 1: Activity 1

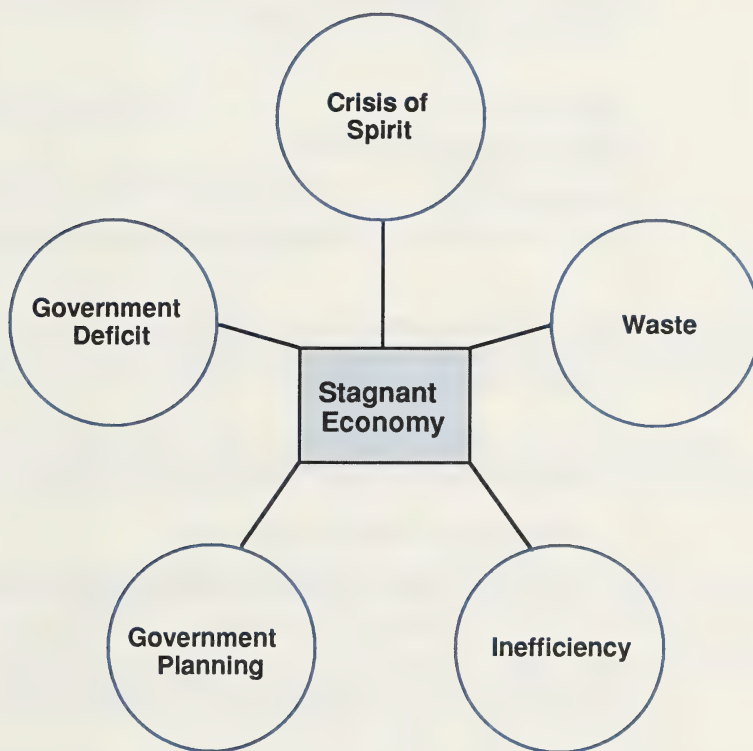
1. As military spending goes up, so does the debt; economic power and competitiveness go down.
2.
  - a. The U.S.A. has the biggest economy
  - b. The U.S.A. is the greatest economic power
  - c. Japan's economy is just a little more than half that of the U.S.A., so it cannot receive the same superpower label as the U.S.A.
3.  $75 \div 6 = 12.5$  years
4. The difference in time it takes for Japan's economy to double is shorter than that of the U.S. economy. This means that Japan could catch up with the U.S. economic production if the growth trends continue.
5.
  - a. Robots work nonstop twenty-four hours a day, seven days a week, so there is more efficiency and more production.
  - b. If workers are working more hours, then more is produced per worker.
6.
  - a. It was increasing.
  - b. It was increasing.
  - c. Japan's economy is benefitting most.
7.
  - a. Japan is gaining power. When money is owed, the lender usually has power, in that it can decide to lend and has the money to lend. The lender has influence in setting conditions at the time of the loan, and in the future. The lender becomes richer on the interest, and more money means more power.
  - b. The U.S. is losing some of the independence that it had before it relied on foreigners for money. Now, the U.S. must please the Japanese and others so that the bonds and bills they hold are not cashed in, which would mean that the U.S. must repay money that it needs for economic stability. The U.S. must make decisions that encourage future buyers of bills and bonds.
8.
  - a. C. compromise – each side agreeing to give up something in order to end the conflict
  - b. D. coercion – cooperation brought about by force



9. There could be tension if American spending and image are negatively affected, and if Japan will not share costs or commit to buying more treasury bills.
10.
  - a. It has increased (from 4.5 percent in 1960, to 7.7 percent in 1970, to 9.0 percent in 1980).
  - b. It would likely be more than the 9.0 percent of the world share in 1980.
  - c. It has decreased (from 25.9 percent in 1960, to 23.0 percent in 1970, to 21.5 percent in 1980).
  - d. It would likely be lower than the 21.5 percent of the world share in 1980.
11. Yes, Japan is influencing the world to an increasingly greater extent.
12. Yes, Japan is increasingly challenging U.S. economic power and image.
13. B. competition
14. C. compromise – If the U.S.A. used force, Japan could do a great deal to hurt the U.S. economically; appeasement is not likely because the U.S. economy is still huge and not in a weak position compared to Japan.
15.
  - a. Yes. Government spending would be reduced and so would the increase in debt. Less foreign money would be owed because less money would be required from foreign nations. Producers would be encouraged to produce what consumers want, because the profits in military production would not be there.
  - b. They would likely feel that national security and its power was threatened – especially if the Soviets continued to spend more and expand their military power.
  - c. Yes. This would help achieve economic goals and national security goals for both countries without causing fear of the enemy's military getting stronger.
16. The U.S.A. is no longer the only rule-maker and rule-enforcer. It is not the only economic leader and is being forced to consider other countries' interests, which means it has to consider others more as equals.

**Section 1: Activity 2**

1. As military spending goes up, so does the debt increase; and the economy does not allow for more consumption of goods to expand the economy.
2. What follows are possible ideas:



3.
  - New Soviet Man
  - four fuel bottles
  - the flame
  - the scissors

4.
  - There is a short supply of 90 percent of products in two hundred product areas
  - There is a \$160 billion deficit.
  - There is a crisis of spirit. People are “pretending” to work.
  - There is still waste. There are unwanted and spoiled goods.
  - The GNP shows a decline in growth.
5.
  - The flame is very small.
  - The balloon is deflated.
  - The basket is only just off the ground.
6.
  - Military spending
  - Resistance by economic managers
  - Communist hardliners
  - Centralized control
  - The Soviet economy’s need for an additional \$36 billion that it has not got
7. It is going to be necessary so that the Soviets can
  - have access to an additional \$36 billion
  - make defence cuts and not feel insecure
8.
  - a. It encouraged Vietnam to withdraw from Cambodia.
  - b. It has pulled its troops from Afghanistan.
  - c. It supported a role by the United Nations in ending the Iran-Iraq war.
9. The Soviet economy needs to cut spending in the military in order to help build up consumption production and make the Soviet economy grow.
10. Answers will vary. Here are some examples:
  - cutting the size of the military spending, cutting managers’ resistance, decreasing the number of hardliners, decreasing central governmental control
  - increasing the size of *perestroika* elements
  - adding more of the needed \$36 billion in additional investment money by increasing economic interdependence with western countries.

Also consider that an American cut of 50 000 troops and ten squadrons of fighter aircraft from its European commitments would save about \$15 billion.

11. a. **his situation** He is caught in the middle. The old system does not work, and the new system can't work because the old one won't let it.
- b. **what he needs to do** He needs to eliminate the weights on the top of the balloon (that is, inefficiency, waste, etc.) by cutting the ropes that attach the balloon to the stakes (which are military spending, communist hardliners, etc).
- c. **his possible future** He may gradually succeed, or he may be fired for failure to make the old system work or the new system work.

### Section 1: Activity 3

1. a. The eagle symbolizes the U.S.A.
  - b. The bear symbolizes the USSR.
2. Europe is a hot spot in the world that could cause the U.S.A. and the USSR to use all their nuclear weapons if war broke out, and that would bring the Doomsday Clock to midnight.
3. Yes, competition in parts of the world could bring the U.S. and USSR into direct conflict and this could threaten nuclear war, as the Berlin Blockade and the Cuban Missile Crisis did.
4. a. Your answer could be **competition** or **conflict**, depending on how you interpret the interaction. If the focus is on achievement of a goal, and definite rules of behaviour have been followed, you would judge it **competition**. If you see the interaction focusing on harming or destroying the opponent through deliberate use of force or resisting, breaking, harming or opposing the will of the other, then you judge the interaction as **conflict**.
  - b. **In favour:** Consider that being weak and unprepared in the face of an aggressive nation has resulted in war. Think of World War II, and also consider that the wars fought since 1945 have not been between the superpowers in Europe and elsewhere.  
  
**Not in favour:** On the other hand, consider how prepared for war the European powers were prior to World War I. Hitler was prepared for war before World War II. Consider also, how the U.S.A. used nuclear weapons to achieve its national interests when it dropped two nuclear bombs on Japan.



5. The line is moving toward détente, and that means relaxation of tensions.
6. The line of tension and détente was on the détente side of the diagram in 1969.
7. The danger of destroying the world was still great because the number of nuclear weapons was not reduced. It was movement to reduce the danger in that it stopped the increase in destructive power. Disarmament was not achieved, but an important first step toward starting to disarm was taken.
8. It would continue the buildup of tension.
9. You would be right if you said that the Americans would demand their removal and propose to reestablish the balance which existed before the SS-20s were deployed, by deploying more NATO weapons in Europe.
10.
  - a. Evidence includes the development of the neutron bomb, and the proposal for Pershing and cruise deployment by the U.S., and deployment of the SS-20s by the Soviets.
  - b. These weapons could be used in a first-strike or surprise attack on the USSR by the U.S.A., which gave the U.S.A. a new advantage.
11.
  - Peace groups' demonstrations against U.S. actions tarnished the American image.
  - Peace groups pressured western European governments to reject U.S. nuclear arms to the point that full cooperation for the U.S. proposals and deployment was impossible.
12.
  - The strategic nuclear weapons it could use to deter U.S. nuclear attacks would not be able to destroy the U.S. and would not be an effective deterrent if SDI were developed.
  - The Soviets could not both solve economic problems at home and invest in their own SDI project.
13. Your prediction of what the Soviets would do would be correct if it included eliminating the increased cost of creating their own SDI, and generally focusing on reducing military costs by disarming and encouraging the U.S. to do the same through negotiations and treaties.
14.
  - They got rid of the U.S. first-strike capability in Europe.
  - They got better public relations and image than the U.S.A. currently had.
  - They were able to stop some of the arms-spending race in Europe.

Did you think of other responses?

15. D. compromise – conflicting parties gave up something to solve the problem

16.
  - Soviets gave up demands for limits on SDI.
  - They allowed the U.S. to inspect sites for the first time.
  - They are destroying more existing weapons.
  - They are destroying more shorter-range intermediate weapons.
  - They are destroying more launchers than the U.S.
  - The British and French keep their existing weapons and the Soviets destroy all of theirs.
17. The other information needed would be the size of the nuclear charges. Having an advantage in numbers can be balanced off by the size of the warhead, as was given as the reason for the Soviets' having fewer warheads in the SALT agreements.
18. The nuclear deterrent is what western Europe has relied on to balance the overwhelming conventional forces of eastern Europe. If Europe were to become nuclear free, in order to balance the non-nuclear forces, and deter attack, western Europe and the U.S. would have a very costly upgrading to do and would not feel secure until they did. Fifty thousand men and ten squadrons of fighters cost \$15 billion.
19. There is a huge difference in the ability of the Soviets to launch more short-range nuclear missiles than the U.S. This would make it logical and easiest to try and balance this against an American buildup rather than a Soviet cutback.
20. A. short-range disarmament (this prediction is the most feasible)

## Section 1: Follow-up Activities

### Extra Help

1. The role of the parent has changed as follows:
  - from one who helps, to one who is helped
  - from one of having a powerful influence, to one of having equal, or perhaps less, power
  - from one of talking to a child, to one of talking to an equal
2. Yes
3. Yes
4. Yes
5. Yes
6. It should be all fairness. Is your explanation clear?

## Enrichment

1. In your writing, did you examine the positives and negatives of the costs, especially for Japanese and Americans, and perhaps for the arms race with the USSR?

By learning U.S. defence secrets, the Japanese could

- leap ahead of the U.S. because they don't have to spend the money on initial research
- create new applications from the secrets and perhaps keep secrets from the U.S. or sell the new technology at a profit

Right now the Japanese buy fighter aircraft from the U.S.A., which helps even out the trade imbalance the U.S. has with Japan. The Japanese would be able to produce their own aircraft if they work together with the FSX.

2. Answers will vary. Ensure that you have commented on the elements suggested for Japan or the U.S.A. in a future report.
3. Positions will vary. High marks should be given for complete coverage of the three elements of the activity.

## Section 2: Activity 1

1. Both rich countries and Third World countries have a problem.
2. D. Third World debt
3.
  - If First World countries do not help, frustration with the effects of these problems and lack of concern by those who can help might mean that terrorism against the First World would increase.
  - Economic collapse in countries owing money would affect the economic stability of rich countries due to huge bank losses.

Did you think of other possibilities?

4. The Group of 77 wanted more nations playing a full part.
5. Minimal effort on the part of oil-rich countries, predominantly military aid from the Soviets, the private investment suggestion by the U.S. and the transfer of resources agency, the "flying farmers," and handing the North/South problem to the UN, did not achieve the goal of having all nations play a full role in an interdependent world.

6. Probably you would. Otherwise, \$100 billion would be lost when Mexico defaulted.
7. Here are some possibilities:
  - If you had more property to secure the increase in the loan and could promise to start payments, you might get a break.
  - If you had no more property to secure more money with, you might get a break on payments for a while.
  - The bank could call in the loan and take the property you put up to get the loan.
8.
  - Have the banks cooperate to provide fresh funds to poor countries. (A,B,C)
  - Grant easier terms, such as delaying payments and limiting interest rates and payments. (A,B,C)
  - Have rich countries allow more imports into their countries, which would make poor countries' economies grow. (A,B,C)
  - Have governments of rich countries forgive debts poor countries owe them. (A,B,C)
  - Have governments of rich countries take over debts and forgive some debt to banks. (A,B,C)
  - Have poor countries cut back spending, which may reduce the standard of living for the people. (none).
9. Yes.
10. They resisted the recommendation to have poor countries "tighten belts" or cut back government spending.
11.
  - a. B. Only individual countries are creating major concerns for rich countries.
  - b. No. Not all nations were involved nor were the seven countries fully involved because 95 percent of the debt was not dealt with.
12.
  - a. B. the Brandt report along with the proposals of the Group of 77 and the Organization of African Unity
  - b. A. the proposals of Mr. Lewis, the Brandt Report, the Group of 77, and the Organization of African Unity



## Section 2: Activity 2

1.
  - a. Many countries are coming together at the conference to try to solve a problem that affects them all.
  - b.
    - Some of the countries which are not threatened are concerned about other countries which are.
    - Individual countries are concerned about how chemical weapons are a problem for the world.
2. Your answer should be yes. It would be very difficult to check to see if countries had the chemical weapons or not.
3.
  - When used in World War I, there were 100 000 dead and 1 000 000 wounded.
  - Six countries have ignored the 1925 ban on use of poison gas in war.
  - Ten countries have manufactured and stockpiled chemical weapons.
  - They can be launched from as far away as the next continent.
  - Chemical weapons stockpiling is spreading.
  - Chemical weapons are easy to buy.
  - Chemical weapons are easy to manufacture.
  - When used, they have caused instant death or long term torture.

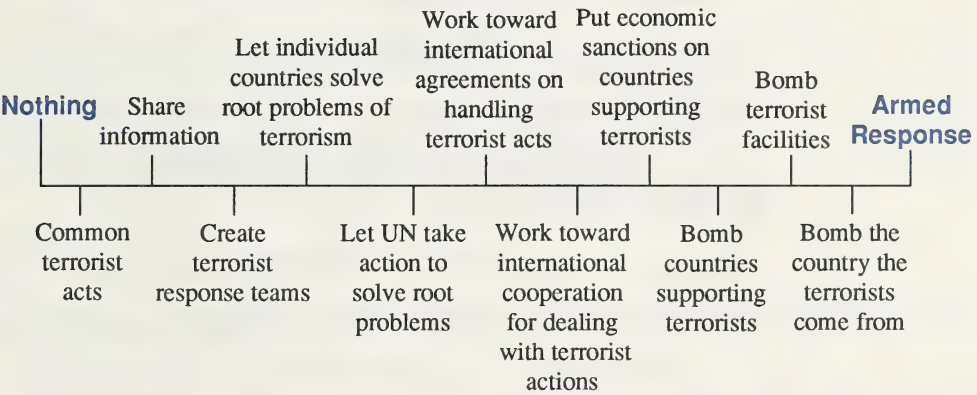
Did you think of other reasons?

4.
  - The U.S. wants a treaty that can be verified before it eliminates its chemical weapons. (The Soviets claimed to have no chemical weapons, then indicated they have 50 000 tonnes of obsolete stocks. The U.S.A. and USSR have started to modernize their chemical weapons.)
  - Poor Arab states want chemical weapons disarmament linked to general and nuclear disarmament. (Israel is estimated to have between fifty and two hundred nuclear bombs.)

## Section 2: Activity 3

1. Short-term goals of attracting attention are achieved.
2.
  - a. B
  - b. A
  - c. A
  - d. A
  - e. B
  - f. B
  - g. B
  - h. A
  - i. A
  - j. B

- 3. Yes. People who are suffering from inaction may feel that the only way to get action is to terrorize their government or the First World.
- 4. No. Fanatical people can develop their own ways of obtaining finances, shelter, arms, and training.
- 5. Here are some possible responses, set up on a scale from doing nothing to engaging in an armed response.

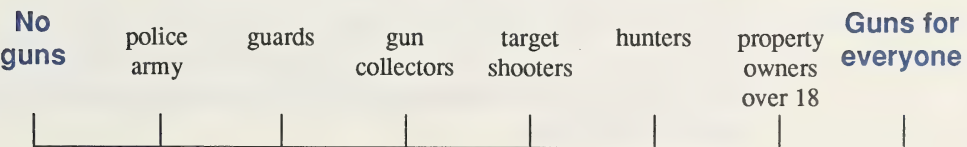


- 6. Here is a possible definition: Terrorism involves the threat or use of violence against noncombatants (uninvolved/innocent people) for political reasons.  
No doubt your definition is different, but it should contain the same fundamental elements.
- 7. Consider morality, legality, effectiveness, and wise judgement in your answer.

**Section 2: Follow-up Activities**

**Extra Help**

- 1. Poor countries were left with their debts.
- 2. Here are some possible answers. Did you think of others?



### Enrichment

1. When your answer evaluates something as right or wrong, think about the following:
  - the range of conditions that make the action more or less acceptable
  - parallel examples where human volunteers are used to test new drugs
  - situations where animals are used in place of humans or when animals are killed for food for humans or for health reasons

2. Answers will vary. Here is a possible response:

Yes, our government would be consistent. Our country has learned the hard way through the examples of World Wars I and II, that we must not be too idealistic or unprepared for nationalistic aggression by other countries in the world. Consider that defensive measures are quite different than having offensive capabilities.

3. Yes. It shows that we have nothing to hide and encourages cooperation to solve the problem.
4. The response will be your opinion, but should be backed up by logical reasons.

### Section 3: Activity 1

1. If success in life meant taking it all by being aggressive, then our leaders would support aggression and be supported if they continued aggression to nuclear confrontation.
2.
  - The examples on the chart emphasize the immediate goal of creating awareness of the problem of war and/or working on the long-term goal of promoting peace through disarmament. Positive actions to reduce the problem may result in decreasing fear.
  - Building bomb shelters is an acceptance of the likelihood of nuclear war. The objective is to avoid its effects and not to eliminate the potential of nuclear war. The focus is on “gloom and doom.”
  - Promoting peace through strength achieves some security but doesn’t eliminate the threat of catastrophe due to accidents or mistakes. Military buildups may raise the tension rather than relieve it.
3. The USSR Trust Group and the East German Peace Movement experienced the most difficulty.
4. The choice is yours but should be backed up by logical reasons. Because of decisions the authorities make for us, we are the ones who can determine the success of the decisions by how we act. Individuals and organizations have played a part in fundamental, as well as immediate, causes of major change.

### Section 3: Activity 2

1. The main difference is how deep the respect for human rights is.
2. There are many examples on the list. Here are several listed for each section.
  - a. East Timor: There have been mass executions of citizens and torturing of opponents.  
U.S.: There have been executions of murderers in the U.S.  
Jamaica: Criminal suspects have been shot to death.
  - b. Poland: Political activists have been killed.  
South Korea: People who have criticized the government have been tortured.  
Syria: People who used to be in power are in jail without charge.
  - c. India: Suspects have been jailed, refused a trial, or killed.  
South Africa: Black children are in jail without charge or trial.
3. Answers will vary. Here are some possibilities:

Ethiopia: There has been a forced resettlement away from famine area and imprisonment or execution for resisting.  
Rumania: Jail terms have been handed out for practising religion.  
China: Religious freedom has been denied and prison terms handed out.
4. Consider abuse cases where death was a result.
5.
  - There is disagreement as to which human rights issues are important and as to who should be able to voice concerns.
  - If a country is benefitting from trade with another country, it is unlikely to act if benefits would be threatened.
  - Because most countries are guilty of rights abuses, pointing a finger at someone else's rights abuse doesn't carry much weight.
  - Carrying on activities with a country that violates rights is done because most countries are guilty of rights abuses.
6.
  - a. Amnesty International seeks the release of prisoners of conscience who have neither used nor supported the use of violence.
  - b. They are people who have been jailed because of their beliefs, colour, sex, religion, race, or language.



c. Your answer should include any four of the following:

Britain	Poland	India
Bulgaria	Rumania	Sudan
China	South Korea	Syria
East Germany	Sri Lanka	
Israel	Zimbabwe	

7. a. The four are

- |                 |              |
|-----------------|--------------|
| (1) India       | (3) Syria    |
| (2) South Korea | (4) Zimbabwe |

b. Your answer could include any ten of the following:

Britain	Sri Lanka	Jamaica
Bulgaria	Liberia	United States
East Timon	Nigeria	Sudan
Ethiopia	Poland	
Israel	South Korea	

8. Here are some possible effects:

- People in government may increase their awareness of the circumstances of prisoners.
- If they know what is happening to prisoners, governments may not like the negative image associated with poor treatment.
- Conditions for prisoners may improve.
- Victims might be released.

### Section 3: Activity 3

1. Six terms are

- deforestation
- farmland reduction
- pollution
- desertification
- ozone layer destruction
- extinction of species

You may have thought of others.

2. There is a global crisis because of the inability of our planet to deal with environmental stress by growing population and economic growth.
3. Awareness will begin to change attitudes and many actions that will reduce environmental strain and emphasize environmentalism worldwide.
4. Traditionally, nature was thought to be something to be tamed for our profit and pleasure.
5. a. **Ozone Depletion:**

Causes of Ozone Depletion	How Causes Result in Ozone Depletion	Results of Ozone Depletion	<b>1. Attempts at Reducing Ozone Depletion</b>  <b>2. Results of These Attempts</b>
<ul style="list-style-type: none"> <li>• CFCs used in refrigeration, air conditioners, and spray cans</li> </ul>	<ul style="list-style-type: none"> <li>• CFCs rise into the ozone layer and are broken up by ultraviolet rays. The released chlorine "destroys" ozone.</li> </ul>	<ul style="list-style-type: none"> <li>• Ultraviolet rays are allowed to penetrate the atmosphere. The rays cause skin cancer, eye cataracts, and skin disease.</li> </ul>	<ol style="list-style-type: none"> <li>1. Due to a warning in 1970, CFCs were banned from aerosol in the U.S. and Canada.</li> <li>2. World production continued at 760 000 tonnes per year.</li> </ol> <ol style="list-style-type: none"> <li>1. UNEP discussions have resulted in agreements.</li> <li>2. There has been agreement to freeze production and then reduce it by the U.S., EC, and Soviet Union. The threat still remains, due to CFCs in the stratosphere and because CFCs won't be replaced for several years.</li> </ol>

## b. The Greenhouse Effect:

Causes of Greenhouse Effect	How Causes Result in Greenhouse Effect	Results of Greenhouse Effect	<b>1. Proposals for Ways of Reducing the Greenhouse Effect</b>  <b>2. Effects of These Proposals</b>
<ul style="list-style-type: none"> <li>• CFCs, burning fossil fuels, and destroying forests</li> </ul>	<ul style="list-style-type: none"> <li>• Burning causes a “roof,” like a greenhouse, which lets light in but doesn’t let heat escape</li> </ul>	<ul style="list-style-type: none"> <li>• Generally changes in climate take place, e.g., shifts in, rainfall and winds, and rising temperatures, which produce drought in some places, and floods due to melting icecaps.</li> </ul>	<ol style="list-style-type: none"> <li>1. Consider eliminating CFC production and reducing fossil fuel and forest burning.</li> <li>2. The greenhouse roof will not increase and may decrease, which will reduce the heat buildup.</li> </ol>

c. Deforestation:

Causes of Deforestation	How Causes Result in Deforestation	Results of Deforestation	1. Proposals for Ways of Reducing Deforestation 2. Effects of These Proposals
<ul style="list-style-type: none"><li>Land needed to provide for increased population</li></ul>	<ul style="list-style-type: none"><li>Wood is being cut for fuel. Forests are being burned to create grazing land for animals.</li></ul>	<ul style="list-style-type: none"><li>Thousands of species are being destroyed when forests are cut. Many drugs are based on tropical plants, so the chance of discovering new drugs or food is being lost forever. More carbon is being added to the air because the plants that turn CO<sub>2</sub> (carbon dioxide) into oxygen are being cut down.</li></ul>	<ol style="list-style-type: none"><li>Make better use of the land and fuel that's available.</li><li>Tropical forests will be saved.</li><li>Create parks to protect forests.</li><li>A certain amount of forest will be left.</li></ol>



6. What follows are some ideas. Did you think of other possibilities

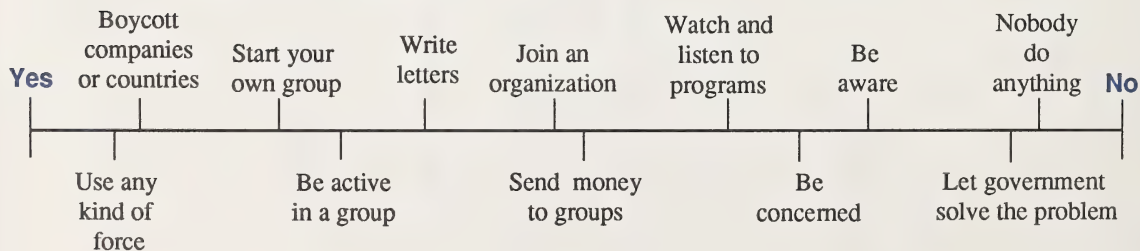
In Favour	Opposed
<ul style="list-style-type: none"> <li>• environmentalists</li> <li>• naturalists</li> <li>• those who believe that nature preservation is directly connected to a good quality of life in the future.</li> <li>• conservationists</li> </ul>	<ul style="list-style-type: none"> <li>• industry owners</li> <li>• land developers</li> <li>• countries hoping to develop</li> <li>• consumers</li> <li>• countries with heavy debt loads</li> <li>• landless peasants</li> <li>• cattle ranchers</li> </ul>

7. • Often, an individual becomes more informed and aware through a group.  
 • Group efforts would have a greater impact on other individuals' actions.  
 • These efforts would have an impact on reducing the causes of the problem.
8. Should individuals and organizations take an active role in resolving international environmental problems?

Your response will be your own opinion, but consider the following questions:

- Who are the individuals?
- What organizations for what purpose?
- What are active roles?
- What do we mean by resolving (starting, continuing, completing, solving) the problem?
- What types of problems?

9. Here are some suggestions:



10. Here is an example plan:

- Consider what you don't know.
- List questions you need answered.
- Ask what topics or subjects you need to find information about.
- Ask what types of sources you need information from.
- Identify where you can go to get source information.

11.

<b>Supporters of Conserving Rain Forests</b>	<b>Supporters of Cutting Rain Forests</b>
<ul style="list-style-type: none"> <li>• Francisco Mendes</li> <li>• Rural Workers Union</li> <li>• Rubber tappers</li> <li>• Canadian government</li> <li>• Ford Foundation</li> </ul>	<ul style="list-style-type: none"> <li>• Brazilian government</li> <li>• International banks</li> <li>• Cattle ranchers</li> <li>• Landless peasants</li> <li>• Resource companies</li> <li>• North American industries that want beef and other raw resources</li> <li>• Consumers who want low-priced goods</li> </ul>

12. • Contributing money to, or joining, environmental groups to create more awareness of what, why, and how actions need to be taken, can have an impact through programs such as debt-for-nature swaps.
- Choosing personally to buy products that are not causing the destruction of rain forests would help.
- Identifying which hamburger companies buy beef raised in former rainforest areas and not purchasing those burgers is another way in which individuals can help.

Can you think of other ideas?

13. No. More people need to become aware and become active in pressuring governments to play a greater role in bringing about indirect solutions to deforestation through debt relief by the banks. Letter-writing campaigns like those of Amnesty International may cause governments to pursue a better image by taking more action.

Can you think of other ideas?

14. The three alternatives are “yes,” “no,” and a position somewhere between the two extremes. Are your evaluations fair and honest?
15. Are your arguments defensible and clearly presented? Is your evidence accurate and to the point?
16. The choice is yours. If your answer is yes, a description of your plans should follow.
17. If you answered “yes” to Question 16, you should provide a fair, honest evaluation here.
18. Did you gather enough information?  
Did you get any interviews or personal comments from officials?  
Was your research plan adequate?

### Section 3: Follow-up Activities

#### Extra Help

1. The peace movement was the preparation for disarmament. It created awareness in ordinary people who have a stake in solving the nuclear-arms problem, and it made leaders aware of a need to act to solve the problem.
2. The peace movement put pressure on leaders to act before decisions were made for them. In this way, peace movements were a factor in creating the opportunity that came up when Mr. Reagan and Mr. Gorbachev needed to take action. Taking the disarmament action helped the image of both leaders, helped reduce national economic and political problems of the U.S. and USSR, and ultimately helped to start to reduce the threat of global nuclear war.

The momentum of the peace movements helped get the INF negotiations underway and the agreement signed. People wanted to have peace so much, that governments got out of the way a bit to let them have a glimpse of it. We humans have a great deal to say about our future. “Good luck” in the form of our survival will be partly a matter of preparing to create and take advantage of the opportunities that lead to a desirable future. Do you wish our world to have all the good luck it deserves?

3. The two classifications are
  - Freedom For
  - Personal Rights

Enrichment

Hidden within this puzzle are 20 words, listed below, that are related to human rights. They may be spelled forwards, backwards, up, down, or even diagonally. The letters not used give a command. Put these letters in the boxes provided, then give your answer.

NAME THE SOVIET SCIENTIST  
RECENTLY RELEASED FROM AN  
INTERNAL EXILE IN GORKY.

- |  |  |  |  |
|--|--|--|--|
| <input checked="" type="checkbox"/> Arrest     | <input checked="" type="checkbox"/> Discrimination | <input checked="" type="checkbox"/> Liberty  | <input checked="" type="checkbox"/> Sentence |
| <input checked="" type="checkbox"/> Assembly   | <input checked="" type="checkbox"/> Franchise      | <input checked="" type="checkbox"/> Prison   | <input checked="" type="checkbox"/> Speech   |
| <input checked="" type="checkbox"/> Censor     | <input checked="" type="checkbox"/> Freedom        | <input checked="" type="checkbox"/> Religion | <input checked="" type="checkbox"/> Suffrage |
| <input checked="" type="checkbox"/> Civil      | <input checked="" type="checkbox"/> Jail           | <input checked="" type="checkbox"/> Rights   | <input checked="" type="checkbox"/> Trial    |
| <input checked="" type="checkbox"/> Conscience | <input checked="" type="checkbox"/> Justice        | <input checked="" type="checkbox"/> Security | <input checked="" type="checkbox"/> Torture  |

D N A A S U F F R A G E N M  
E I S T S T H G I R H E O S  
O V S E C U R I T Y I E S T  
S C E C I E N Y T R E B I L  
H E M E R U T R O T T I R S  
C C B J T I R E C S S E P N  
E N L U T T M O D E E R F R  
E E Y S L R Y I N R R E L E  
P I E T A S I T N R J A I L  
S C E I D F E A R A O M A I  
N S I C N N T E L R T N A G  
L N E E C X C I V I L I I I  
L O E E S I H C N A R F O O  
I C E N S O R N G O R K Y N

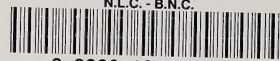
Answer: Andrei Sakarov







N.L.C. - B.N.C.



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